

Kentucky's Consolidated State Application Accountability Workbook

**for State Grants under Title IX, Part C, Section 9302 of the Elementary and
Secondary Education Act (Public Law 107-110)**

JANUARY 31, 2003



**Report from the Kentucky Department of Education
to
U. S. Department of Education
Office of Elementary and Secondary Education
Washington, D.C. 20202**

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Instructions for Completing Consolidated State Application Accountability Workbook

By January 31, 2003, States must complete and submit to the Department this Consolidated State Application Accountability Workbook. We understand that some of the critical elements for the key principles may still be under consideration and may not yet be final State policy by the January 31 due date. States that do not have final approval for some of these elements or that have not finalized a decision on these elements by January 31 should, when completing the Workbook, indicate the status of each element which is not yet official State policy and provide the anticipated date by which the proposed policy will become effective. In each of these cases, States must include a timeline of steps to complete to ensure that such elements are in place by May 1, 2003, and implemented during the 2002-2003 school year. By no later than May 1, 2003, States must submit to the Department final information for all sections of the Consolidated State Application Accountability Workbook.

Transmittal Instructions

To expedite the receipt of this Consolidated State Application Accountability Workbook, please send your submission via the Internet as a .doc file, pdf file, rtf or .txt file or provide the URL for the site where your submission is posted on the Internet. Send electronic submissions to conapp@ed.gov.

A State that submits only a paper submission should mail the submission by express courier to:

Celia Sims
U.S. Department of Education
400 Maryland Ave., SW
Room 3W300
Washington, D.C. 20202-6400
(202) 401-0113

PART I: Summary of Required Elements for State Accountability Systems

Instructions

The following chart is an overview of States' implementation of the critical elements required for approval of their State accountability systems. States must provide detailed implementation information for each of these elements in Part II of this Consolidated State Application Accountability Workbook.

For each of the elements listed in the following chart, States should indicate the current implementation status in their State using the following legend:

- F:** State has a final policy, approved by all the required entities in the State (e.g., State Board of Education, State Legislature), for implementing this element in its accountability system.
- P:** State has a proposed policy for implementing this element in its accountability system, but must still receive approval by required entities in the State (e.g., State Board of Education, State Legislature).
- W:** State is still working on formulating a policy to implement this element in its accountability system.

Summary of Implementation Status for Required Elements of State Accountability Systems

Status	State Accountability System Element	
Principle 1: All Schools		
F	1.1	Accountability system includes <i>all schools and districts in the state</i> .
F	1.2	Accountability system holds <i>all schools to the same criteria</i> .
F	1.3	Accountability system incorporates the <i>academic achievement standards</i> .
F	1.4	Accountability system provides <i>information in a timely manner</i> .
P	1.5	Accountability system includes <i>report cards</i> .
F	1.6	Accountability system includes <i>rewards and sanctions</i> .
Principle 2: All Students		
F	2.1	The accountability system includes <i>all students</i>
F	2.2	The accountability system has a consistent definition of <i>full academic year</i> .
F	2.3	The accountability system properly includes <i>mobile students</i> .
Principle 3: Method of AYP Determinations		
F	3.1	Accountability system expects <i>all student subgroups, public schools, and LEAs to reach proficiency by 2013-14</i> .
P	3.2	Accountability system has a method for determining whether <i>student subgroups, public schools, and LEAs made adequate yearly progress</i> .
F	3.2a	Accountability system establishes a <i>starting point</i> .
F	3.2b	Accountability system establishes <i>statewide annual measurable objectives</i> .
F	3.2c	Accountability system establishes <i>intermediate goals</i> .
Principle 4: Annual Decisions		
F	4.1	The accountability system <i>determines annually the progress</i> of schools and districts.

STATUS Legend:

F – Final state policy

P – Proposed policy, awaiting State approval

W – Working to formulate policy

Principle 5: Subgroup Accountability

F	5.1	The accountability system <i>includes all the required student subgroups</i> .
P	5.2	The accountability system holds <i>schools and LEAs accountable for the progress of student subgroups</i> .
F	5.3	The accountability system includes <i>students with disabilities</i> .
F	5.4	The accountability system includes <i>limited English proficient students</i> .
F	5.5	The State has determined the minimum number of students sufficient to yield statistically reliable information for each purpose for which disaggregated data are used.
F	5.6	The State has strategies to protect the privacy of individual students in reporting achievement results and in determining whether schools and LEAs are making adequate yearly progress on the basis of disaggregated subgroups.

Principle 6: Based on Academic Assessments

F	6.1	Accountability system is based <i>primarily on academic assessments</i> .
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Principle 7: Additional Indicators

P	7.1	Accountability system includes <i>graduation rate for high schools</i> .
F	7.2	Accountability system includes an <i>additional academic indicator for elementary and middle schools</i> .
F	7.3	Additional indicators are valid and reliable.

Principle 8: Separate Decisions for Reading/language arts and Mathematics

F	8.1	Accountability system holds students, schools and districts separately accountable for <i>reading/language arts and mathematics</i> .
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Principle 9: System Validity and Reliability

F	9.1	Accountability system produces <i>reliable decisions</i> .
F	9.2	Accountability system produces <i>valid decisions</i> .
F	9.3	State has a plan for addressing <i>changes in assessment and student population</i> .

Principle 10: Participation Rate

F	10.1	Accountability system has a means for calculating the <i>rate of participation</i> in the statewide assessment.
F	10.2	Accountability system has a means for <i>applying the 95% assessment criteria to student subgroups and small schools</i> .

STATUS Legend:

F – Final policy / P – Proposed Policy, awaiting State approval / W– Working to formulate policy

PART II: State Response and Activities for Meeting State Accountability System Requirements

INSTRUCTIONS

In Part II of this Workbook, States are to provide detailed information for each of the critical elements required for State accountability systems. States should answer the questions asked about each of the critical elements in the State's accountability system. States that do not have final approval for any of these elements or that have not finalized a decision on these elements by January 31, 2003, should, when completing this section of the Workbook, indicate the status of each element that is not yet official State policy and provide the anticipated date by which the proposed policy will become effective. In each of these cases, States must include a timeline of steps to complete to ensure that such elements are in place by May 1, 2003, and implemented during the 2002-2003 school year. By no later than May 1, 2003, States must submit to the Department final information for all sections of the Consolidated State Application Accountability Workbook.

PRINCIPLE 1. A single statewide Accountability System applied to all public schools and LEAs.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
1.1 How does the State Accountability System include every public school and LEA in the State?	<p>Every public school and LEA is required to make adequate yearly progress and is included in the State Accountability System.</p> <p>State has a definition of “public school” and “LEA” for AYP accountability purposes.</p> <ul style="list-style-type: none"> • The State Accountability System produces AYP decisions for all public schools, including public schools with variant grade configurations (e.g., K-12), public schools that serve special populations (e.g., alternative public schools, juvenile institutions, state public schools for the blind) and public charter schools. It also holds accountable public schools with no grades assessed (e.g., K-2). 	<p>A public school or LEA is not required to make adequate yearly progress and is not included in the State Accountability System.</p> <p>State policy systematically excludes certain public schools and/or LEAs.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>Kentucky meets this requirement. Every Kentucky public school and LEA is required to make adequate yearly progress and is included in the state accountability system. Kentuckians have high expectations when it comes to the education of young people in public schools. We expect high-quality teaching, high academic standards and top-notch student performance. We want evidence that high-quality teaching and learning are taking place in every school.</p> <p>The goal for every school in the state is Proficiency as defined by the Kentucky Board of Education. The goal of Proficiency translates into a school accountability index value of 100. More specifically, the goal for the state is for each school to achieve an accountability index of at least 100 by 2014. In Kentucky’s accountability system, intermediate targets that will eventually take a school to the goal of 100 are set starting in 2002. We generate assessment reports to schools annually and identify and provide assistance annually to schools and districts that fall below expected intermediate goals. Assistance includes a review process and targets specific support based on the results of these reviews.</p>		

The state accountability system produces AYP decisions for all public schools, including public schools with variant grade configurations (e.g., K-12) and public schools that serve special populations (e.g., alternative public schools, juvenile institutions). Kentucky's A-1 schools (K-12 schools serving the general population) are held responsible for the performance of students they refer to A2-A6 schools (schools serving special populations). Data from the A2-A6 schools is tracked back to the "sending" schools. The system also holds accountable public schools with no grades assessed (e.g., K-2) through established feeder relationships. Every child is part of Kentucky's assessment and accountability system.

(For information about district accountability, reference 3.2.)

In 1989 the Kentucky Supreme Court deemed the entire system of public elementary and secondary education in Kentucky unconstitutional. The Court directed the Kentucky General Assembly to create and enact into law a new system of education that was both constitutional and based upon efficiency, adequacy and equity. The result was House Bill 940, the Kentucky Education Reform Act (KERA), which was enacted to provide an "adequate education for all students" as mandated by the courts. One of the most comprehensive statewide restructuring efforts ever attempted in the United States, KERA called for systemic change in finance, governance, curriculum and assessment and required the establishment of learning goals and identified procedures for defining and assessing every school's progress toward meeting the new goals.

On April 11, 1990, Governor Wallace Wilkinson signed House Bill 940, and the Kentucky Education Reform Act took effect on July 13 of that year. With KERA, the General Assembly established the framework for a major revision of Kentucky's education system. KERA required the establishment of learning goals, provided a procedure by which those goals would be defined and assessed, and created a series of rewards and assistance associated with the performance of schools on those assessments.

See Kentucky Supporting Document A for a history of the events and decisions that led to passage of the Kentucky Education Reform Act.

Through a two-year period of public input and review, Kentucky developed six broad learning goals that included 75 specific performance goals. The Kentucky Board of Education (KBE) approved these in December 1991. Concerns arose about the measurability of learner goals 3 and 4 (see Table 1-1), and complaints were made about the obscurity of the wording of the performance goals. These concerns led to the revision and reduction of the performance expectations to 57 in number. These were presented to the Kentucky Board of Education in early May 1994. Since that time, they have been known as Kentucky's academic expectations. In 1992 the Kentucky Instructional Results Information System (KIRIS) was developed to measure progress toward the learning goals, with a focus on the expectations reflected in the first two goals and the noncognitive aspects outlined in goals 3, 4 and 6.

Table 1-1
Kentucky Learning Goals

Goal 1: Students will be able to use basic communication and mathematics skills.

Goal 2: Students will be able to apply core concepts and principles.

Goal 3: Students will become self-sufficient.

Goal 4: Students will become responsible group members.

Goal 5: Students will be able to think and solve problems.

Goal 6: Students will connect and integrate knowledge.

Based on eight years of experience, the 1998 Kentucky General Assembly refined Kentucky's assessment and accountability system to produce a more valid and reliable assessment system. House Bill 53 provided the framework for the Commonwealth Accountability Testing System, or CATS. This legislation directed the Kentucky Board of Education to build on the earlier system to improve assessment and accountability in Kentucky's public schools.

Kentucky developed this new assessment and accountability through a broad and collaborative process involving educators and citizens. We designed CATS to accurately and reliably measure public school progress in educating students and to provide a way to inform parents, guardians and other Kentuckians about each public school's effectiveness from year to year. CATS has become a nationally recognized, successful assessment and accountability system with a proven track record.

The National Technical Advisory Panel for Assessment and Accountability (NTAPAA), a nationally respected group of six testing experts, has monitored both the design and implementation of this program to ensure reliable and valid decisions about school accountability. NTAPAA is an advisory committee constituted in statute. Current members are:

- Dr. James Catterall (NTAPAA Chairman), Professor, Graduate School of Education and Information Studies, UCLA
- Dr. Suzanne Lane, Professor of Educational Psychology, University of Pittsburgh
- Dr. Robert Linn, Professor, School of Education, University of Colorado at Boulder; President, American Educational Research Association
- Dr. David Miller, Chairman, Educational Psychology Department, University of Florida
- Dr. John Poggio, (NTAPAA Vice Chairman), Professor, Department of Educational Psychology Research, School of Education, University of Kansas
- Dr. Andy Porter, Professor and Academic Program Director, Wisconsin Center for Educational Research, University of Wisconsin Madison; Immediate Past President, American Educational Research Association

Thousands of educators and citizens participated in a broad and collaborative process to develop CATS. The new system, first administered in the spring of 1999, included changes that improved the reliability and validity of the test, reduced testing time and made the system fairer and easier to understand. Those changes include but are not limited to:

- Distributing the test components for the high school from primarily the junior year to across three grade levels;
- Reducing the contents of the required student writing portfolio in each accountability year;
- Limiting student answers on the open-response questions to the space provided on one 8.5 x 11 sheet of paper;
- Including multiple-choice questions on the Kentucky Core Content Tests and weighting them 33% of the score, and weighting the open response at 67% of the Kentucky Core Content Test component of CATS;
- Giving schools incremental credit for Novice and Apprentice growth in reading/language arts, mathematics, science and social studies;
- Reducing the testing window from 3 weeks to 2 weeks.

House Bill 53 shaped Kentucky's assessment and accountability system through several provisions that outline general features of a system of testing and school accountability, leaving many details of implementation to various committees that were enacted by the bill. For example, the School Curriculum, Assessment and Accountability Council (SCAAC) was created by House Bill 53 to study, review and make recommendations concerning Kentucky's system of setting academic standards, assessing learning, holding schools accountable for learning, and assisting schools to improve their performance. The council advises the Kentucky Board of Education (KBE) and the Legislative Research Commission (LRC) on issues related to the development and communication of the Academic Expectations and Core Content for Assessment, and the development and implementation of the statewide assessment and accountability program, including the distribution of rewards and imposition of sanctions. SCAAC is composed of 17 voting members appointed by the Governor. The membership represents parents, teachers, school district superintendents and assessment coordinators, school principals, business leaders and university professors. The appointments are made to assure broad geographical representation and representation of elementary, middle, and secondary school levels, as well as equal representation of the two sexes to the extent possible, and to assure that appointments reflect the minority racial composition of the state.

House Bill 53 also required the Legislative Research Commission to appoint the National Technical Advisory Panel on Assessment and Accountability (NTAPAA), which must be composed of no fewer than three professionals with a variety of expertise in education testing and measurement. The panel advises LRC, with approval of the director of the commission, the Kentucky Board of Education and the Department of Education.

See Attachment A for full text of regulations and relevant statute. See Kentucky Supporting Document 1 for an expanded history of Kentucky education reform.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
1.2 How are all public schools and LEAs held to the same criteria when making an AYP determination?	<p>All public schools and LEAs are systematically judged on the basis of the same criteria when making an AYP determination.</p> <p>If applicable, the AYP definition is integrated into the State Accountability System.</p>	Some public schools and LEAs are systematically judged on the basis of alternate criteria when making an AYP determination.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>Kentucky meets this requirement. The General Assembly and the Kentucky Board of Education have created an assessment and accountability system that systematically judges all public schools and districts on the basis of the same criteria when making AYP determinations. Kentucky has set the same high goals for all students, schools and districts. Kentucky expects realistic and specific gains by all schools and student subpopulations.</p> <p>Kentucky expects each school to reach proficiency (100 on Kentucky's accountability index) by 2014. This expectation requires schools to make consistent growth from individual school baselines established in 2000 to the goal of 100 in 2014. Intermediate targets define how much progress a school must make to be on track toward meeting the goal. Schools that fail to meet those targets receive sanctions and appropriate interventions. Sanctions remain in place for two years. (Reference 703 KAR 5:020 and 4.1.)</p> <p>Kentucky's accountability system creates an accountability index that provides a clear picture of each school's standing and progress. The calculation begins with simple number-correct raw scores and ends with an accountability index that summarizes a school's progress toward the state's goal of Proficiency. Raw scores give rise to scale scores that have been related to the state's four performance levels – Novice, Apprentice, Proficient and Distinguished – via standard setting and cutpoints. The four performance levels are weighted numerically and combined within each content area, and the content areas are weighted and combined to form a school's accountability index.</p> <p>703 KAR 5:020. The formula for determining school performance classifications and school rewards.</p> <p>RELATES TO: KRS 158.645, 158.6451, 158.6453, 158.6455, 158.6457</p> <p>STATUTORY AUTHORITY: KRS 156.070, 158.6455</p> <p>... KRS 158.6455 requires the Kentucky Board of Education to promulgate administrative regulations to establish a system for identifying and rewarding successful schools and to establish appropriate consequences for schools failing to meet or exceed their assistance line. This administrative regulation establishes procedures for determining successful schools, school rewards, and classifications of schools within the school accountability program.</p> <p>Full text of regulations and relevant statute are included in Attachment A.</p>		

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.3 Does the State have, at a minimum, a definition of <i>basic</i>, <i>proficient</i> and <i>advanced</i> student achievement levels in reading/language arts and mathematics?</p>	<p>State has defined three levels of student achievement: <i>basic</i>, <i>proficient</i> and <i>advanced</i>.¹</p> <p>Student achievement levels of <i>proficient</i> and <i>advanced</i> determine how well students are mastering the materials in the State's academic content standards; and the <i>basic</i> level of achievement provides complete information about the progress of lower-achieving students toward mastering the <i>proficient</i> and <i>advanced</i> levels.</p>	<p>Standards do not meet the legislated requirements.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>Kentucky exceeds this standard by measuring the quality of student work against four performance levels. The levels, from lowest to highest, are Novice, Apprentice, Proficient and Distinguished (NAPD). These performance levels have been in place since 1992. The first two levels of performance in reading/language arts, mathematics, science and social studies are now subdivided into three levels (Novice non-performance, Novice medium, Novice high, Apprentice low, Apprentice medium and Apprentice high) to better represent student performance.</p> <p>Kentucky law states that all schools shall expect "a high level of achievement of all students." That high level, as defined through a standards-setting process designed by the respected testing experts of the National Technical Advisory Panel for Assessment and Accountability (NTAPAA) and overseen by the Kentucky Board of Education, is the Proficient level. Proficient as defined in Kentucky has been demonstrated to be a very high standard for student achievement, especially in comparison to standards typically set by other states.</p>		

¹ System of State achievement standards will be reviewed by the Standards and Assessments Peer Review. The Accountability Peer Review will determine that achievement levels are used in determining AYP.

In Kentucky, Proficiency requires students to know content beyond basic knowledge and to apply their knowledge to solve problems. Students performing at the Proficient level are able to:

- demonstrate broad content knowledge and apply it;
- communicate in an accurate, clear, and organized way with relevant details and evidence;
- use appropriate strategies to solve problems and make decisions;
- demonstrate effective use of critical thinking skills.

Kentucky's definition of Proficiency is comparable to that of the National Assessment of Educational Progress (NAEP): "Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter."

Kentucky's Novice and Apprentice performance descriptions provide complete information about how lower-achieving students progress toward mastering the Proficient level.

Kentucky educators have two important resources for planning instruction and determining how well students master the materials. Kentucky's Student Performance Standards clearly define Novice, Apprentice, Proficient and Distinguished work at each grade level and content area included in the annual state assessments. Kentucky's Core Content for Assessment identifies content Kentuckians have determined essential for all students to know. (The Kentucky Core Content for Assessment and NAPD performance descriptions are available on the Kentucky Department of Education's Web site, www.kentuckyschools.org.)

Kentucky's student performance standards were set through a highly inclusive process involving more than 1,600 teachers, review by approximately 3,000 citizens and a final review and approval by the Kentucky Board of Education. The entire standards-setting process (see CATS 2002 Interpretative Guide) was designed and overseen by NTAPAA and Kentucky's School Curriculum, Assessment and Accountability Council, a 17-member body of teachers, school administrators, business leaders, parents and other public education advocates.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
1.4 How does the State provide accountability and adequate yearly progress decisions and information in a timely manner?	<p>State provides decisions about adequate yearly progress in time for LEAs to implement the required provisions before the beginning of the next academic year.</p> <p>State allows enough time to notify parents about public school choice or supplemental educational service options, time for parents to make an informed decision, and time to implement public school choice and supplemental educational services.</p>	Timeline does not provide sufficient time for LEAs to fulfill their responsibilities before the beginning of the next academic year.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Kentucky is in compliance. Kentucky provides accountability and adequate yearly progress decisions and information to districts and schools in a timely manner. Schools test students late each spring, scoring occurs throughout the summer and early fall, and schools receive scores in late September. The scores identify whether or not schools have made AYP. This system permits assessments to be given late in the school year, allowing assessment results to be more reflective of a complete year of instruction. Kentucky's teachers support this timeline.

After scores are reported, schools and their school-based decision making councils immediately analyze their results by subpopulation and begin revising their comprehensive school improvement plans to address results. Each low-performing school has until the start of the next academic year to inform parents (through school report cards and other means) about the parents' options: taking advantage of supplemental educational services provided by the school or transferring their children to a more successful school. Each school offers parents information and support for making informed decisions about the education of their children.

Kentucky has an established timeline for reporting testing results and other accountability data to schools and districts. The Kentucky General Assembly specified that comprehensive test results be returned to schools within 150 days after the first day of the testing window. The Kentucky Core Content Tests (KCCT), the standards-based component of Kentucky's assessment, provide comprehensive results because they are based on a matrix-sample design and consist of multiple-choice items, essay-like questions (constructed-response items) and writing samples to measure how well students know a subject and what they can do with what they know. These three different assessment formats adequately meet the NCLB requirement for assessments that rely on *multiple measures*.

KCCT's use of three kinds of assessment more closely models appropriate instruction than would a purely multiple-choice assessment. KCCT is similar to National Assessment of Education Progress (NAEP) in complexity. Educators with experience in high-stakes accountability programs based on assessments clearly understand that instruction not only focuses on what is measured but also models how content is measured. Note that NAEP is permitted a 180-day (6-month) report turn-around.

Kentucky returns school reports in mid-fall, which is reasonable considering that tests are based on a broad and agreed-upon “core content” derived from Kentucky’s Program of Studies and include a performance-based component that causes instruction to model this important dimension in the classroom. Once schools receive this comprehensive set of test results each fall, they have the information to begin making decisions and improvement plans. This empowers schools to engage in a thoughtful, inclusive, data-driven process for addressing the needs of each and every child.

Kentucky’s reporting process allows for thoughtful judgments in making decisions for students.

Shortening the reporting timelines without careful thought would result in:

- A return to multiple-choice assessments – with probable instructional consequences (such as that referenced at <http://epaa.asu.edu/epaa/v11n3.html>).
- A substantial increase in the risk of generating data/reporting errors because of inadequate time for proper quality control steps.

Returning to a totally multiple-choice assessment would diminish the quantity, quality and depth of data available to schools resulting in an instructional environment that would be encouraged to model this reduction in quality and depth. A shorter scoring and reporting timeline would also diminish the amount of time educators have to analyze and reflect on the data for instructional purposes.

Kentucky will continue to implement its current school accountability system as modified in statute and regulation in 1998 but will discuss with its assessment contractor the feasibility of shortening the reporting timeline while maintaining the integrity and format of the current assessment.

(Kentucky and its assessment contractor do return 3rd, 6th and 9th grade norm-referenced test data to districts within 20-25 working days of receipt of answer documents at the scoring site. This data is not sufficient for purposes of calculating AYP indices.)

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
1.5 Does the State Accountability System produce an annual State Report Card?	<p>The State Report Card includes all the required data elements [see Appendix A for the list of required data elements].</p> <p>The State Report Card is available to the public at the beginning of the academic year.</p> <p>The State Report Card is accessible in languages of major populations in the State, to the extent possible.</p> <p>Assessment results and other academic indicators (including graduation rates) are reported by student subgroups</p>	<p>The State Report Card does not include all the required data elements.</p> <p>The State Report Card is not available to the public.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Kentucky is working to meet this standard. Kentucky already calculates and reports most of the required data elements in the Annual Kentucky Performance Report and is working to expand that report to include additional information required by NCLB.

The Annual Kentucky Performance Report now includes this information:

- Information in the aggregate, on student achievement at each performance level on the state academic assessments (disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged) is included.
- Information that provides a comparison between the actual achievement levels of each group of students and the State's annual measurable objectives for each such group of students on each of the academic assessments required.
- The percentage of students not tested (disaggregated by the same categories); by Kentucky regulation and practice this percentage approaches zero, since the alternate portfolio program extends accountability to nearly all students exempted from the regular assessment.
- The most recent two-year trend in student achievement in each subject area for each grade level.
- Aggregate information on any other indicators used by the State to determine the adequate yearly progress of students in achieving State academic achievement standards.
- Information on the performance of local educational agencies in the State regarding making adequate yearly progress, including the number and names of each school identified for school improvement.

To comply with NCLB, Kentucky will add data available from the following resources to produce a state report card that meets the federal requirements.

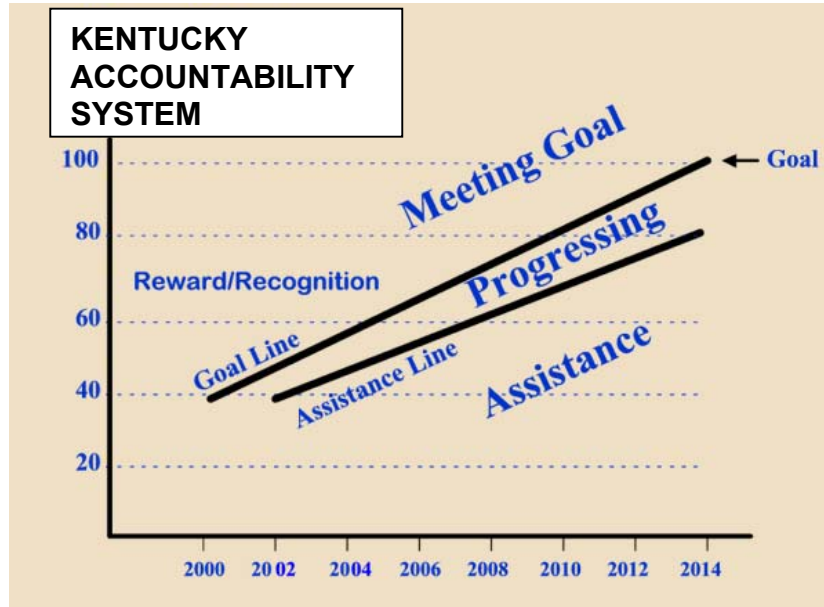
- Graduation rates for secondary school students. While Kentucky currently reports dropout rates in the Kentucky Performance Report, graduation rates as defined by the National Center of Educational Statistics (NCES) will also be provided.
- The professional qualifications of teachers in the state, the percentage of such teachers teaching with emergency or provisional credentials, and the percentage of classes in the state not taught by highly qualified teachers, in the aggregate and disaggregated by high-poverty compared to low-poverty schools (schools in the top quartile of poverty and the bottom quartile of poverty in the state). Data is collected identifying regularly certified teachers and teachers with emergency certification as well as teachers in and out of field. By law, the Kentucky Education Professional Standards Board (EPSB) is the state agency responsible for teacher professional standards, certification and licensing. The EPSB is collaborating with the Kentucky Department of Education and the Kentucky Board of Education on state activities under No Child Left Behind (NCLB) related to "highly qualified teachers." Kentucky will comply with the data requirements.

Kentucky's state report card will parallel the school and district report cards, which the Kentucky Department of Education issues annually and posts on its Web site. The current requirements for Kentucky's report card system are specified in Kentucky Administrative Regulation 703 KAR 5:140 and an incorporated document.

See Kentucky Supporting Document 7 for details plus sample school and district report cards.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
1.6 How does the State Accountability System include rewards and sanctions for public schools and LEAs? ²	<p>State uses one or more types of rewards and sanctions, where the criteria are:</p> <ul style="list-style-type: none"> • Set by the State; • Based on adequate yearly progress decisions; and, • Applied uniformly across public schools and LEAs. 	State does not implement rewards or sanctions for public schools and LEAs based on adequate yearly progress.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>Kentucky's accountability system exceeds NCLB's rewards and sanctions criteria for public schools and LEAs by applying sanctions prior to the NCLB schedule. The formula for determining school performance classifications and school rewards is in statute (703 KAR 5:020. RELATES TO KRS 158.645 -- KRS 158.6455).</p> <p>KRS 158.6455 requires the Kentucky Board of Education to promulgate administrative regulations to establish a system for identifying and rewarding successful schools and to establish appropriate consequences for schools failing to meet or exceed their assistance line. The related administrative regulation establishes procedures for determining successful schools, school rewards, and classifications of schools within the school accountability program.</p> <p>Each public school's Accountability Index is calculated each year. Accountability Index calculations have to be performed for both years of the baseline and both years of the subsequent target years. Each school's baseline index is the arithmetic mean of the Accountability Index for 1999 and for 2000, i.e., $(1999 \text{ Index} + 2000 \text{ Index})/2$. In the same way, the growth index for the CATS Accountability Cycle ending in 2002 is the arithmetic mean of the Accountability Index for 2001 and for 2002, or $(2001 \text{ Index} + 2002 \text{ Index})/2$. The growth index for the Accountability Cycle ending in 2004 is the arithmetic mean of the Accountability Index for 2003 and for 2004, or $(2003 \text{ Index} + 2004 \text{ Index})/2$. The growth indices for the remaining 5 biennia or Accountability Cycles are calculated in the same way.</p> <p>The goal for all schools is to reach Proficiency, or a growth index of 100, by 2014. Interim targets established for each two-year Accountability Cycle begin in 2002 and end in 2014. These targets represent a requirement that achievement improves by a set amount each year for each school. Each school has its own unique set of growth targets.</p> <p>The presentation of a school's growth target is simplified by presenting it in the following graphic. In this example, the growth target for this school is based on a baseline index of 40.</p>		

² The state must provide rewards and sanctions for all public schools and LEAs for making adequate yearly progress, except that the State is not required to hold schools and LEAs not receiving Title I funds to the requirements of section 1116 of NCLB [§200.12(b)(40)].



Rewards and Sanctions

The following bullets summarize some important points about the above graphic and several other features of Kentucky's accountability system:

- The Goal Line represents the point above which schools become eligible for monetary rewards. The Goal Line began in 2000 at the baseline and ends in 2014 at 100.
- The Assistance Line represents the point below which a school becomes eligible for assistance/sanctions from the state. In the above example, the Assistance Line began in 2002 at the baseline and ends in 2014 at 80.
- Both of the above lines (the Goal Line and the Assistance Line) have a standard error associated with the line that ranges from approximately .5 to 3.0 depending upon school level (elementary, middle and high school) and school size. (The standard error is represented by the thickness of the line.)
- Schools between the Goal Line and the Assistance Line are considered Progressing and receive a small financial reward.
- For a school to be eligible for rewards, it must also meet the Novice reduction and dropout criteria. With regard to Novice reduction, schools must reduce their percent of Novices on a schedule so that by 2014, the school has 5% or less of its students scoring Novice. With regard to the dropout criteria, high schools must have a dropout rate less than or equal to 5.3%, or reduce their percent dropout by 0.5%, but still have a dropout rate less than or equal to 6.0%.

- If a school falls below its assistance line, it is eligible for support through Kentucky's highly developed and extensive intervention system that includes several levels of assistance: scholastic audits and reviews, assignment of highly skilled educators to work on-site for two years, support from Department of Education regional service centers and service teams with specific expertise related to the school's needs, and Commonwealth School Improvement Funds. There are three levels of assistance: Level 1 (the top 1/3 of schools falling below their assistance lines); Level 2 (the middle 1/3 in this category); and Level 3 (the lowest 1/3). The Level 3 schools receive maximum levels of assistance, including scholastic audits and the assignment of specially trained highly skilled educators to guide and direct school improvement efforts.
- If a school is categorized at the lowest performance level (Assistance Level 3) for two consecutive accountability cycles, sanctions related to school choice and governance/control are implemented.
- While K-2 schools do not participate in the assessment program which starts in grade 3 (end of primary), these schools can receive reward money if the regular or accountable school the K-2 school feeds into qualifies for rewards. (It should be noted that there were only 19 K-2 or K-3 schools in Kentucky during the 1999/2000 school year. Of those, seven K-3 schools actually had waivers in place to have their accountability scores included with the "receiving" school.)
- Scores of students who attend alternative schools are attributed to the regular schools that would have served those students had those students not required special services. This means that these students impact the calculations that determine rewards and sanctions.

PRINCIPLE 2. All students are included in the State Accountability System.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
2.1 How does the State Accountability System include all students in the State?	<p>All students in the State are included in the State Accountability System.</p> <p>The definitions of “public school” and “LEA” account for all students enrolled in the public school district, regardless of program or type of public school.</p>	Public school students exist in the State for whom the State Accountability System makes no provision.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>Kentucky meets this requirement. In fact, the Kentucky Board of Education insists that some entity be held accountable for the achievement of each child. Through regulation (703 KAR 5:070), all students in the state are included in the state accountability system. Kentucky is not willing to leave any student behind regardless of the challenges and barriers he or she might face in school. This expectation is clearly stated in the goals of the Kentucky Education Reform Act of 1990 and further delineated in Senate Bill 168, enacted in 2002.</p> <p>Only foreign exchange students, students with a written statement from a medical doctor, or Limited English Proficient (LEP) students who have been in a school for less than a year may be exempted from accountability index calculations. (LEP students who have not been in the same school for a complete academic year must still be included if they have been in an English-speaking instructional setting for two academic years regardless of transient status.)</p> <p>Students with Disabilities and LEP students may participate in state assessments using accommodations routinely used in the normal delivery of instruction, or without accommodations. For LEP students, these accommodations must be included in an educational services plan approved by the principal. For Students with Disabilities, instructional accommodations must be documented in the Individual Educational Plan (IEP). These data are included in accountability index calculations. For that small group of Students with Disabilities whose disability is so severe that with all possible accommodations the student cannot participate in the <i>regular</i> curriculum (less than 1%), Kentucky has an Alternate Portfolio derived from an agreed upon subset of Kentucky’s Academic Expectations, and the data generated is included in accountability calculations such that each participating student has the same impact on the accountability index calculation as do all other students.</p> <p>The full text of this regulation and the document incorporated by reference is included in Attachment A. For related discussion, reference discussion of Academic Year, 2.2.</p>		

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
2.2 How does the State define "full academic year" for identifying students in AYP decisions?	<p>The State has a definition of "full academic year" for determining which students are to be included in decisions about AYP.</p> <p>The definition of full academic year is consistent and applied statewide.</p>	<p>LEAs have varying definitions of "full academic year."</p> <p>The State's definition excludes students who must transfer from one district to another as they advance to the next grade.</p> <p>The definition of full academic year is not applied consistently.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>Kentucky meets this requirement by defining "full academic year" as the regular school year (as defined by State law, policy, or practice) for which the State allocates funds under a covered program. (See http://www.ed.gov/offices/OCFO/grants/edgar/part76h.html.)</p> <p>Kentucky accepts the definition on the National Center of Educational Statistics (NCES) Web site. The definition is consistent with the common use of the phrase "academic year" to mean the period between the beginning of the fall term and the last day of the spring term. In Kentucky, "enrolled a full academic year" means enrolled in the same school from the first day of the fall term to the last day of the spring term.</p> <p>Kentucky will include in all AYP calculations all students sitting for the Kentucky Core Content Tests, regardless of when a student entered a school. The one exception is Limited English Proficiency students, whose performance will be figured into AYP calculations when the student is enrolled on the first day of school (and thus for this group consistent with the NCES definition). This means that students would have to be enrolled for the entire previous year and the current year to meet the federal criteria for being included in academic index calculations. Kentucky will continue to adhere to current policy for inclusion in accountability index calculations because literal application of the No Child Left Behind (NCLB) statute and subsequent regulation would exclude a substantial segment of Kentucky's transient population from this critical calculation.</p> <p>Kentucky clearly exceeds federal requirements for inclusion of all students, particularly as it relates to transient populations. The Kentucky Department of Education holds itself, its local education agencies (districts), and public schools accountable for the performance of all students. Kentucky will continue its current policy of holding schools accountable for virtually all students enrolled on the first day of the testing window. This policy assures that the scores of virtually all students are counted in the accountability index calculation. Transient students are not systematically omitted from accountability calculations.</p> <p>Kentucky will continue to apply the above definition of an "academic year" to Limited English Proficient (LEP) student populations because the definition is particularly meaningful as applied to LEP students. This is reasonable to Kentucky as applied to LEP student populations in that we believe it important that these students have some time to become acclimated to the English language and Kentucky's curriculum prior to being expected to perform well on an assessment derived from the Kentucky Core Content for Assessment. The Kentucky policy as applied to LEP students is more inclusive than required by federal statute because a school is held accountable for a transient LEP student if the student has been enrolled in an "English speaking instructional environment" for two full academic years.</p>		

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
2.3 How does the State Accountability System determine which students have attended the same public school and/or LEA for a full academic year?	<p>State holds public schools accountable for students who were enrolled at the same public school for a full academic year.</p> <p>State holds LEAs accountable for students who transfer during the full academic year from one public school within the district to another public school within the district.</p>	<p>State definition requires students to attend the same public school for more than a full academic year to be included in public school accountability.</p> <p>State definition requires students to attend school in the same district for more than a full academic year to be included in district accountability.</p> <p>State holds public schools accountable for students who have not attended the same public school for a full academic year.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Kentucky exceeds the standard. Kentucky statute holds individual schools accountable for the high academic achievement of all students, including transient students. Because Kentucky holds schools accountable for *all* students enrolled on the first day of the testing window, Kentucky only needs to determine which Limited English Proficient (LEP) students have been in a school for a full academic year (Reference 2.2 - discussion of Academic Year). For LEP students, the necessary information is bubbled on the student's assessment answer document at the time the assessment is administered by school personnel.

Kentucky's education system exposes all students to the same core content for instruction, holds all students to the same high performance standards, and includes all students in the yearly assessment. This process enables Kentucky to hold schools accountable for all students, including transient students.

A significant percentage of students in Kentucky K-12 schools move from school to school each year. There is data to show that failure to include students who have not attended the same school and/or LEA for a full academic year would exclude 50 to 70 percent of the students from the accountability process in some schools. (Even more would be excluded from some elementary schools.) Using data for only 50 percent of students would diminish the state's ability to make reliable school judgments and then follow up with rewards and assistance/sanctions based on the needs of each school.

Kentucky values the statewide tracking of information about every student and has made a substantial investment in state-of-the-art technology for that purpose.

Table 1: Estimated Calendar Year Stability

Elementary School
Stability Estimates

Count of L_CODE			
TOT_PER2	TOT_PER	Total	% Total
31-40		3	0.40%
41-50		2	0.27%
51-60		10	1.33%
61-70		76	10.13%
71-80		251	33.47%
81-90		326	43.47%
91-100		82	10.93%
Grand Total		750	100.00%

Middle School
Stability Estimates

Count of L_CODE			
TOT_PER2	TOT_PER	Total	% Total
51-60		1	0.31%
61-70		17	5.21%
71-80		90	27.61%
81-90		170	52.15%
91-100		48	14.72%
Grand Total		326	100.00%

High School
Stability Estimates

Count of L_CODE			
TOT_PER2	TOT_PER	Total	% Total
51-60		5	2.14%
61-70		27	11.54%
71-80		110	47.01%
81-90		83	35.47%
91-100		9	3.85%
Grand Total		234	100.00%

Table 1 is intended to provide **estimates** in Kentucky schools in SY 2001 and SY 2002: from grades 4 to 5 – elementary school; from grades 7 to 8 – middle school; and from grades 10 to 11 – high school. Within each school at the elementary level, the 2001 4th grade roster was matched against the 5th grade roster using demographic variables, including last name, first initial of first name, gender, birth date, etc. This estimates the stability within a *calendar* year – beginning of the SY 2001 testing window to the beginning of the SY 2002 testing window.

In 91 of 750 elementary schools included in this analysis, 4th to 5th grade stability was less than 70%. This included a variety of urban and rural schools. Only 82 were more than 90% stable.

In 18 of 326 middle schools included in this analysis, 7th to 8th grade stability was less than 70%. This too included a variety of urban and rural schools. Only 48 were more than 90% stable.

In 32 of 234 high schools included in this analysis, 10th to 11th grade stability was less than 70%. Again, this included a variety of urban and rural schools. Only 9 were more than 90% stable.

Table 2 provides a summary of the students excluded from Kentucky's accountability calculations attributed to Limited English Proficient status and medical conditions.

Table 2: Kentucky Exclusion Data -- 1999 to 2002

1999

Grade	LEP EXCLUDED	Percent	Medical EXCLUDED	Percent	Total
4	114	0.23%	95	0.19%	49,101
5	121	0.26%	62	0.13%	46,931
7	85	0.18%	97	0.20%	48,457
8	98	0.20%	141	0.29%	49,415
10	33	0.07%	85	0.18%	46,184
11	49	0.12%	71	0.17%	41,087
12	61	0.16%	58	0.15%	39,075

Total 561 609 320,250
%j Tot 0.18% 0.19%

2000

Grade	LEP EXCLUDED	Percent	Medical EXCLUDED	Percent	Total
4	163	0.33%	83	0.17%	49,931
5	148	0.30%	69	0.14%	48,654
7	107	0.22%	113	0.23%	48,523
8	116	0.24%	120	0.25%	47,943
10	84	0.19%	83	0.18%	44,877
11	75	0.18%	70	0.17%	40,980
12	59	0.15%	36	0.09%	38,806

Total 752 574 319,714
%j Tot: 0.24% 0.18%

2001

Grade	LEP EXCLUDED	Percent	Medical EXCLUDED	Percent	Total
4	176	0.35%	117	0.23%	50,422
5	141	0.28%	92	0.18%	49,744
7	138	0.29%	105	0.22%	47,966
8	130	0.27%	122	0.25%	48,105
10	78	0.17%	103	0.22%	45,986
11	86	0.22%	81	0.20%	39,832
12	62	0.16%	36	0.09%	38,574

Total 811 656 320,629
%j Tot 0.25% 0.20%

2002

Grade	LEP EXCLUDED	Percent	Medical EXCLUDED	Percent	Total
4	194	0.39%	96	0.19%	49,757
5	177	0.35%	114	0.23%	50,488
7	104	0.21%	146	0.29%	49,585
8	84	0.18%	139	0.29%	47,923
10	111	0.24%	75	0.16%	45,651
11	68	0.17%	87	0.21%	40,966
12	65	0.17%	42	0.11%	38,236

Total 803 699 322,606
%j Tot: 0.25% 0.22%

PRINCIPLE 3. State definition of AYP is based on expectations for growth in student achievement that is continuous and substantial, such that all students are proficient in reading/language arts and mathematics no later than 2013-2014.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
3.1 How does the State's definition of adequate yearly progress require all students to be proficient in reading/language arts and mathematics by the 2013-2014 academic year?	The State has a timeline for ensuring that all students will meet or exceed the State's proficient level of academic achievement in reading/language arts ³ and mathematics, not later than 2013-2014.	State definition does not require all students to achieve proficiency by 2013-2014. State extends the timeline past the 2013-2014 academic year.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>Kentucky exceeds this standard. The state has a timeline for ensuring that students will meet or exceed the state's Proficient level of academic achievement in reading/language arts, mathematics and four other content areas not later than 2013-2014. In Kentucky, language arts content includes both reading comprehension and writing. Students are assessed on their on-demand writing and on their portfolios, collections of their best writing pieces over a period of months or years.</p> <p>Kentucky's accountability index calculation focuses instruction on seven content areas instead of two, which yields these advantages:</p> <ul style="list-style-type: none"> • Based on what we've learned since the beginning of the Kentucky Education Reform Act, we have a more comprehensive index that gives a more accurate assessment of student performance. • Under the Kentucky Instructional Results Information System (1992-1998), Kentucky found that educators accepted the challenge of teaching students to achieve at high standards but thought it critical for the system to be sensitive to having moved students toward a high standard. Indices calculated prior to spring 1999 gave weights of 40 to Apprentice performance, 100 to Proficient, and 140 to Distinguished. • Accountability calculations recognize moving low-performing students <i>toward</i> Proficient performance. Kentucky assigns points for students making progress within the Novice and Apprentice categories: Mid-Novice (13 points), High-Novice (16 points), Low-Apprentice (40 points), Mid-Apprentice (60 points), and High-Apprentice (80 points). Schools receive 100 points for Proficient student performance and 140 points for Distinguished. • Kentucky rewards performance beyond Proficient, encouraging instruction to focus some attention on excellence beyond Proficient. • The system encourages instruction that addresses the needs of students at a variety of achievement levels. • Kentucky recognizes that measurement devices are not perfectly reliable and that reports of some students scoring below Proficient might be artifacts of the <i>measurement error</i> inherent in all assessments. <p>A Growth Chart unique to each school and a table featuring school results and school accountability target values summarizes each school's Accountability Classification. (For more details, see 2002 CATS Interpretive Guide located at www.kentuckyschools.org.) The Growth Chart includes a Goal Line represented by a straight line that begins in 2000 at the Baseline and ends in 2014 at 100.</p> <p>Reference 1.1 and 1.6.</p>		

⁴ If the state has separate assessments to cover its language arts standards (e.g., reading and writing), the State must create a method to include scores from all the relevant assessments.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>3.2 How does the State Accountability System determine whether each student subgroup, public school and LEA makes AYP?</p>	<p>For a public school and LEA to make adequate yearly progress, each student subgroup must meet or exceed the State annual measurable objectives, each student subgroup must have at least a 95% participation rate in the statewide assessments, and the school must meet the State's requirement for other academic indicators.</p> <p>However, if in any particular year the student subgroup does not meet those annual measurable objectives, the public school or LEA may be considered to have made AYP, if the percentage of students in that group who did not meet or exceed the proficient level of academic achievement on the State assessments for that year decreased by 10% of that percentage from the preceding public school year; that group made progress on one or more of the State's academic indicators; and that group had at least 95% participation rate on the statewide assessment.</p>	<p>State uses different method for calculating how public schools and LEAs make AYP.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

For AYP determinations, any Kentucky school in which a subpopulation does not score at or above the subpopulation's uniquely established Assistance Point will be considered to have failed in meeting AYP. Exception: If a subpopulation falling below its assistance line demonstrates gain above the previous biennia at the 95% confidence level, the school will be considered to have met AYP. Each subpopulation must have 10 or more students in each grade tested and a total of at least 30 students tested in the school per year for this criterion to apply.

(Reference All Public Schools and LEAs Are Held Accountable for the Achievement of Individual Subgroups in Kentucky Supporting Documents, Principle 5)

If a school does not have sufficient n-counts for a specific subpopulation in the baseline years (school years 1999 and 2000), and if in subsequent biennia this school population changes such that it does have sufficient n-counts, then policies will be established to hold this school accountable for the performance of this subpopulation. (Reference 5.5)

The Kentucky Accountability Model will be applied to each NCLB-identified subpopulation using a modified definition of Kentucky's Academic Index so as to include Norm-Referenced Test data from grades 3, 6, and 9. Kentucky's Academic Index is a statistic that differs from Kentucky's Accountability Index in that it does not include nonacademic variables: attendance and retention rates at the elementary level; attendance, retention, and dropout rates at the middle school level; and attendance, retention, dropout, and successful transition to adult life rates at the high school level.

Kentucky's goal is to move toward a system that includes nonacademic data in the monitoring of subpopulation performance. Such action requires the appropriate technology and a valid and reliable system that will merge both past and present data in Kentucky's accountability system.

Establishing unique growth lines for schools and subpopulations is critical for the success of this accountability model. Under this model, high-performing schools or subpopulations are challenged to make continuous progress toward Kentucky's high academic goals, and low-performing schools and subpopulations have realistic, established annual goals. Kentucky establishes goals unique to each school and each subpopulation with the clear expectation that low-performing schools or subpopulations will make larger annual gains in performance and by the year 2014 will be performing at the same high standard as all others. Kentucky recognizes that while all students can learn at high levels, it may take several years for some schools to aggressively and consistently implement strategies to accomplish the goals.

The 2002 regular session of the General Assembly enacted Senate Bill 168, which clearly establishes the responsibility of schools and districts to establish targets for reducing the gaps in performance between NCLB-identified subpopulations and majority populations. This act empowers local communities to identify the meaningful gaps in performance within their communities, and it also establishes the authority of these local communities to establish criteria for determining how these gaps in performance are being meaningfully closed. This act also establishes a role for both the local district and for the Kentucky Department of Education in addressing these gaps when it is determined that identified gaps are not being closed in a timely manner.

Kentucky will establish both regulatory and statutory authority to develop a district accountability system that parallels the school accountability system. This will permit school districts to clearly be accountable for NCLB-identified subpopulations of students and clarify the authority of local education agencies, as opposed to school-based decision making councils, in the governance of curriculum matters as they apply to the general population and particularly to subpopulations. This legislative change will be made prior to the dates set forth in NCLB for LEA interventions.

Schedule:

Fall 2003 – Subpopulation reports integrated into routine report generation.

Spring 2003 – Spring 2004 – Adjust Kentucky regulation and/or policy to formally incorporate subpopulation performance into accountability calculations.

Winter 2004 – Revise 703 KAR 5:020 and 703 KAR 5:130 to establish district accountability model to parallel school model.

Reference Attachment F: Kentucky Assistance Model

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
3.2a What is the State's starting point for calculating Adequate Yearly Progress?	<p>Using data from the 2001-2002 school year, the State established separate starting points in reading/language arts and mathematics for measuring the percentage of students meeting or exceeding the State's proficient level of academic achievement.</p> <p>Each starting point is based, at a minimum, on the higher of the following percentages of students at the proficient level: (1) the percentage in the State of proficient students in the lowest-achieving student subgroup; or, (2) the percentage of proficient students in a public school at the 20th percentile of the State's total enrollment among all schools ranked by the percentage of students at the proficient level.</p> <p>A State may use these procedures to establish separate starting points by grade span; however, the starting point must be the same for all like schools (e.g., one same starting point for all elementary schools, one same starting point for all middle schools...).</p>	The State Accountability System uses a different method for calculating the starting point (or baseline data).

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Kentucky meets the standard. A starting point for calculating AYP for each school is in place. Kentucky will continue monitoring progress as required in 703 KAR 5:020, which establishes unique school growth requirements such that by 2014 each school is required to reach 100 on the Kentucky Accountability Index. Several important features of Kentucky's current system include:

- *Baseline* or *starting point* calculated from combined spring 1999 and Spring 2000 CATS administration including nonacademic indicators.
- Baselines unique to each school or district when the district accountability regulation is modified.
- Seven content areas and nonacademic indicators weighted as prescribed in 703 KAR 5:020.

Keeping the current accountability system in place:

- Will allow Kentucky to continue its current school accountability system as modified in statute and regulation in 1998.
- Provides a clear and accepted means of keeping all seven content areas identified in Kentucky statute as elements of the assessment system in the accountability system.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
3.2b What are the State's annual measurable objectives for determining adequate yearly progress?	<p>State has annual measurable objectives that are consistent with a state's intermediate goals and that identify for each year a minimum percentage of students who must meet or exceed the proficient level of academic achievement on the State's academic assessments.</p> <p>The State's annual measurable objectives ensure that all students meet or exceed the State's proficient level of academic achievement within the timeline.</p> <p>The State's annual measurable objectives are the same throughout the State for each public school, each LEA, and each subgroup of students.</p>	<p>The State Accountability System uses another method for calculating annual measurable objectives.</p> <p>The State Accountability System does not include annual measurable objectives.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
Kentucky has a policy in place that meets this standard. Kentucky will assess students in all required content areas and at grade levels specified in NCLB. All tests will be administered annually. Reference 1.6 and 4.1		

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
3.2c What are the State's intermediate goals for determining adequate yearly progress?	<p>State has established intermediate goals that increase in equal increments over the period covered by the State timeline.</p> <ul style="list-style-type: none"> • The first incremental increase takes effect not later than the 2004-2005 academic year. • Each following incremental increase occurs within three years. • 	<p>The State uses another method for calculating intermediate goals.</p> <p>The State does not include intermediate goals in its definition of adequate yearly progress.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>Kentucky meets this standard by having intermediate goals that increase in equal increments over the period covered by the State timeline (reference 1.6). The first incremental increase took effect in 2002 and continues until 2014. Kentucky established school-specific baselines, or starting points, using 1999 and 2000 data.</p>		

PRINCIPLE 4. State makes annual decisions about the achievement of all public schools and LEAs.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
4.1 How does the State Accountability System make an annual determination of whether each public school and LEA in the State made AYP?	AYP decisions for each public school and LEA are made annually. ⁴	AYP decisions for public schools and LEAs are not made annually.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>Kentucky meets this standard. Kentucky will assess students in all required content areas and at grade levels specified in NCLB. All tests will be administered annually. Kentucky will continue monitoring progress as required in 703 KAR 5:020 and make annual decisions about those schools meeting AYP and about allocation of resources and assistance. This will meet the NCLB requirement for annual reporting and provide an early warning system with the following features:</p> <ul style="list-style-type: none"> • Continue notifying schools in midbiennial reporting when they have not achieved enough to be on target to meet their biennial goals. • “Flag” schools in the odd years of each biennium (midbiennium) for assistance based on statistical criteria recommended by the National Technical Advisory Panel for Assessment and Accountability (NTAPAA). • Conduct Scholastic Audits/Reviews in the odd numbered years of each biennium in schools identified in the above bullet (Early Warning System). • Continue Scholastic Audits/Reviews in the even numbered years as currently done. • Provide resources and assistance (sanctions) to schools that have not met expected gains. <p>Kentucky’s proposed adaptations to the NCLB implementation would more aggressively apply NCLB consequences because Year 3 consequences would be applied in year 2 of failure to meet AYP; Year 5 consequences in Year 4; Year 7 consequences in Year 6.</p> <p>Kentucky’s approach to annual accountability is critical for the following reasons:</p> <ul style="list-style-type: none"> • It preserves biennial accountability decisions that carry the major consequences, and these accountability decisions are based on the most statistically sound model available to us. At the same time, guidance and assistance can also be provided to targeted schools in the midbiennial points, providing for annual reviews of all schools. • This provides schools the necessary and sufficient time to prepare for and implement changes designed to address problems identified in the scholastic audit process. • It makes maximum use of the interim or odd-numbered-year data to provide schools direction and assistance as they approach the second year of the biennial cycle. • This system has an established track record and is credible within Kentucky’s education community. <p>District accountability is addressed in 3.2.</p>		

⁴ Decisions may be based upon several years of data and data may be averaged across grades within a public school [§1111(b)(2)(J)].

PRINCIPLE 5. All public schools and LEAs are held accountable for the achievement of individual subgroups.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
5.1 How does the definition of adequate yearly progress include all the required student subgroups?	<p>Identifies subgroups for defining adequate yearly progress: economically disadvantaged, major racial and ethnic groups, students with disabilities, and students with limited English proficiency.</p> <p>Provides definition and data source of subgroups for adequate yearly progress.</p>	State does not disaggregate data by each required student subgroup.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>Kentucky exceeds the student subgroups requirement by also including data by gender. Kentucky requires, as stipulated in 703 KAR 5:070 and its incorporated document, the assessment of and accountability for all students, including those subpopulations sometimes omitted from accountability systems, e.g., transient students, students with disabilities, students with severe disabilities and limited English proficient students.</p> <p>Reference Senate Bill 168 (Attachment A)</p>		

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
5.2 How are public schools and LEAs held accountable for the progress of student subgroups in the determination of adequate yearly progress?	Public schools and LEAs are held accountable for student subgroup achievement: economically disadvantaged, major ethnic and racial groups, students with disabilities, and limited English proficient students.	State does not include student subgroups in its State Accountability System.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>Kentucky is formulating a policy that holds schools and LEAs accountable for progress of student subgroups in determining AYP. Any school with any subpopulation not scoring at or above the subpopulation's uniquely established Assistance Point is considered to have failed at meeting AYP.</p> <p>Reference 3.2 and Attachment F: Kentucky Assistance Model</p>		

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
5.3 How are students with disabilities included in the State's definition of adequate yearly progress?	<p>All students with disabilities participate in statewide assessments: general assessments with or without accommodations or an alternate assessment based on grade level standards for the grade in which students are enrolled.</p> <p>State demonstrates that students with disabilities are fully included in the State Accountability System.</p>	<p>The State Accountability System or State policy excludes students with disabilities from participating in the statewide assessments.</p> <p>State cannot demonstrate that alternate assessments measure grade-level standards for the grade in which students are enrolled.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Kentucky meets this standard. All students in the state are included in the State Accountability System (see 2.1 above).

For students who qualify, Kentucky's assessment program offers accommodations in assessments. The accommodations must be stipulated in the student's Individual Education Plan (IEP) or 504 and must have been used with the student for instruction throughout the school year. For example, if a student's IEP allows a scribe during regular instruction, the student will be allowed to have a scribe for the statewide assessment. For details, reference 703 KAR 5:070 (Inclusion of All Students, Attachment A).

Students who cannot participate in the regular assessment, even with accommodations, are required to submit an alternate portfolio. Alternate portfolios are collections of work produced by students with severe disabilities (i.e., the less than 1 percent of the total student population for whom traditional assessments would be an inappropriate measure). Kentucky's alternate portfolio was designed and developed by teachers and parents of the target student population. It is derived from an agreed-upon set of Kentucky's academic expectations and is focused on communications and quantitative as well as other academic skills.

Alternate portfolios provide a valid and reliable means of assessing the instruction provided to these students. The rubric for assessing the work collected in the alternate portfolios is designed to reflect research-based, effective-practice instructional strategies. This assessment provides school accountability information that can be used to facilitate improvements in classroom instructional practices. Data from all student assessments, including alternate portfolios, are included in school accountability calculations. In this way, each student participating in assessment has the same impact on the school's accountability index.

Kentucky follows the recommendations of teachers and parents of target student subpopulations to derive alternative portfolio items and prompts from the Kentucky Academic Expectations. Students who qualify for this form of assessment usually have profound cognitive disabilities, and the alternate portfolio is the only way they can participate in the assessment and accountability system. With few exceptions, all students in Kentucky must participate in the regular assessment or the alternate portfolio. Fewer than 1% of students qualify each year for exemption from testing (usually a medical exemption verified by a physician).

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
5.4 How are students with limited English proficiency included in the State's definition of adequate yearly progress?	<p>All LEP students participate in statewide assessments: general assessments with or without accommodations or a native language version of the general assessment based on grade level standards.</p> <p>State demonstrates that LEP students are fully included in the State Accountability System.</p>	LEP students are not fully included in the State Accountability System.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>Kentucky meets this standard. Kentucky has a policy to include students with limited English proficiency (LEP) in the state's definition of AYP. The provisions of the "No Child Left Behind Act of 2001" permit, where reasonable and feasible, the assessment of LEP students in their primary language for up to three years, and an additional two years on a case-by-case review.⁵ Current Kentucky policy permits the use of interpreters and scribes that may translate state-required assessments and student responses into English so long as this practice is consistent with the normal delivery of instruction and classroom assessment practices. These instructional and classroom assessment practices must be reviewed and approved by the principal.</p> <p>Note that LEP students enrolled in a school for less than one full academic year cannot be excluded from the state required assessments systematically, but only if it is deemed in the best interest of the student after administering an assessment of English proficiency. If time does not permit the proper administration of an assessment of English proficiency, this decision may be based on professional judgment.</p>		

⁵ This may be extended an additional two years if the data from the assessment of English proficiency indicates a continued need for language accommodations.

The following amendment to 703 KAR 5:070 and incorporated documents have been approved by the Kentucky Board of Education, and by the legislative review process.

Each school shall assess and be held accountable for all students with limited English proficiency who are enrolled in the school on the first day of the testing window and have been in the same school or district for one (1) full academic year⁶⁻⁷ prior to the year of the assessment in question, or in an English-speaking school for two (2) full academic years prior to the year of the assessment in question.

School personnel shall determine, based on an assessment of English language proficiency, the student's Program Services Plan, and the normal on-going delivery of instructional services whether students enrolled in the same school or district for less than one (1) full academic year prior to the year of the assessment in question, or an English-speaking school for less than two (2) full academic years prior to the year of the assessment in question shall participate in the state-required Assessment and Accountability Programs. If time has not permitted school personnel to administer an assessment of English language proficiency to a student with limited English proficiency who has been enrolled in the same school or district for less than one (1) full academic year prior to the year of the assessment in question, or an English-speaking school for less than two (2) full academic years prior to the year of the assessment in question, the school may exempt the student based on professional judgment.

Reference SD 6

School Accountability Relating to Limited English Proficient Students

⁶ **School Year**--The 12-month period of time denoting the beginning and ending dates for school accounting purposes, usually from July 1 through June 30. This sometimes is referred to as the "school fiscal year." -- (NCES Student Data Handbook 2000 -- <http://nces.ed.gov/pubs2000/studenthb/>)

⁷ Academic year means the regular school year (as defined by State law, policy, or practice) and for which the State allocates funds under a covered program. -- <http://www.ed.gov/offices/OCFO/grants/edgar/part76h.html>

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
5.5 What is the State's definition of the minimum number of students in a subgroup required for reporting purposes? For accountability purposes?	<p>State defines the number of students required in a subgroup for reporting and accountability purposes, and applies this definition consistently across the State.⁸</p> <p>Definition of subgroup will result in data that are statistically reliable.</p>	<p>State does not define the required number of students in a subgroup for reporting and accountability purposes.</p> <p>Definition is not applied consistently across the State.</p> <p>Definition does not result in data that are statistically reliable.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Kentucky has a policy that meets this standard. Kentucky requires each reported subpopulation to be based on at least 10 students at each grade/content area tested within a school or district. Taking into consideration the requirements of the Family Education Rights to Privacy Act (FERPA), this minimum n-count would permit the public disclosure of all data on which calculations are based (except when all students in a given subpopulation score at the same performance level). Kentucky policy and Senate Bill 168 are based on the assumption that the release of data on groups smaller than 10 might disclose the performance of an individual student. While not rigidly specified in statistical methodology, these minimums conform to generally accepted statistical standards. This criterion is reasonable considering FERPA requirements, the public's need to examine subpopulation performance, and research/statistical requirements. The Kentucky Board of Education is gravely concerned that if Kentucky raised the minimum n-count beyond that necessitated by FERPA and by statistical considerations, an unintended result would be the exclusion of specific subpopulations from the accountability system. Kentucky has high expectations for *all* students.

With regard to accountability calculations, the National Technical Advisory Panel for Assessment and Accountability (NTAPAA, Reference 1.1) has recommended the adoption of a "10 per grade/30 overall for school rule." For example, a 4/5 school would have to have at least 30 students in a subpopulation for that subpopulation to be evaluated. A school with grades 3 through 6 would have to have 40 such students (10 per grade). This criterion would be used consistently across the state and would provide the minimum number of students required *per year* for statistically reliable data. NTAPAA advises the Kentucky Board of Education, the Kentucky Department of Education and the Kentucky General Assembly on technical issues related to the state's education assessment and accountability system.

Reference Attachment G: Specific Subpopulations

⁸ The minimum number is not required to be the same for reporting and accountability.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
5.6 How does the State Accountability System protect the privacy of students when reporting results and when determining AYP?	Definition does not reveal personally identifiable information. ⁹	Definition reveals personally identifiable information.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>Kentucky meets this standard. Kentucky has a policy to protect the privacy of individual students in reporting achievement results and determining AYP. Kentucky requires each subpopulation on which reporting or accountability calculations are to be based to include at least 10 students at each grade tested within a school or district. Taking into consideration requirements of the Family Education Rights to Privacy Act (FERPA), this minimum n-count would permit the public disclosure of all data on which calculations are based (except when all students in a given subpopulation score at the same performance level). Kentucky policy and SB168 are based on the assumption that the release of data on groups smaller than 10 might disclose the performance of an individual student. While not rigidly specified in statistical methodology, these minimums conform to generally accepted statistical standard and seem reasonable considering FERPA requirements, the public need to examine subpopulation performance, and research/statistical requirements.</p>		

⁹ The Family Education Rights and Privacy Act (FERPA) prohibits an LEA that receives Federal funds from releasing, without the prior written consent of a student's parents, any personally identifiable information contained in a student's education record.

PRINCIPLE 6. State definition of AYP is based primarily on the State's academic assessments.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS										
6.1 How is the State's definition of adequate yearly progress based primarily on academic assessments?	Formula for AYP shows that decisions are based primarily on assessments. ¹⁰ Plan clearly identifies which assessments are included in accountability.	Formula for AYP shows that decisions are based primarily on non-academic indicators or indicators other than the State assessments.										
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS												
<p>Kentucky meets this standard by basing its definition of AYP on academic assessments. The state's accountability index is based primarily on academic assessments to determine progress. Once an academic index has been calculated for each content area test administered within a school, the school's accountability index for a particular year can then be determined. The weights used to calculate a school's accountability index vary slightly depending upon whether the school is an elementary, middle or high school. The following formula reflects the weighting of components at the <i>high school</i> level (elementary and middle school have different weights). Reference charts below.</p> <p>Given the following definition of terms in the formula:</p> <table><tr><td>RD = Reading/language arts</td><td>AH = Arts & Humanities</td></tr><tr><td>MA = Mathematics</td><td>PL = PL/VS</td></tr><tr><td>SC = Science</td><td>WR = Writing</td></tr><tr><td>SS = Social Studies</td><td>NA = Non-academic</td></tr><tr><td>NRT = CTBS Survey</td><td></td></tr></table> <p>To calculate the index for a given year:</p> $\text{Accountability Index} = .95[(RD*.15) + (MA*.15) + (SC*.15) + (SS*.15) + (WR*.15) + (AH*.075) + (PL*.075) + (NA*.10)] + .05*(NRT)$ <p>703 KAR 5:020. The formula for determining school performance classifications and school rewards. - RELATES TO: KRS 158.645, 158.6451, 158.6453, 158.6455, 158.6457 - STATUTORY AUTHORITY: KRS 156.070, 158.6455</p> <p>Section 3. Components of the Accountability Index and Weights. (1) The accountability index shall consist of two (2) components. Component one (1) consists of academic indices and the nonacademic index. Component two (2) shall be an index created from a national norm-reference test (NRT). Component one (1) shall comprise ninety-five (95) percent of the total index. Component two (2) shall comprise five (5) percent of the index.</p> <p>(2) The accountability index shall be rounded to the nearest tenth on the accountability scale.</p> <p>(3) Computing the academic index for each of the content areas of writing, reading/language arts, mathematics, science, social studies, arts and humanities, and practical living and vocational studies shall be based on the average of student scores as described in Section 2(1) of this administrative regulation.</p> <p>(Subpopulations are monitored using Kentucky's academic index, which excludes nonacademic measures such as attendance because Kentucky does not currently collect this data in a format such that it can be disaggregated.)</p> <p>The accountability index is used for schoolwide AYP; the academic index is used for subpopulation AYP.</p>			RD = Reading/language arts	AH = Arts & Humanities	MA = Mathematics	PL = PL/VS	SC = Science	WR = Writing	SS = Social Studies	NA = Non-academic	NRT = CTBS Survey	
RD = Reading/language arts	AH = Arts & Humanities											
MA = Mathematics	PL = PL/VS											
SC = Science	WR = Writing											
SS = Social Studies	NA = Non-academic											
NRT = CTBS Survey												

¹⁰ State Assessment System will be reviewed by the Standards and Assessments Peer Review Team.

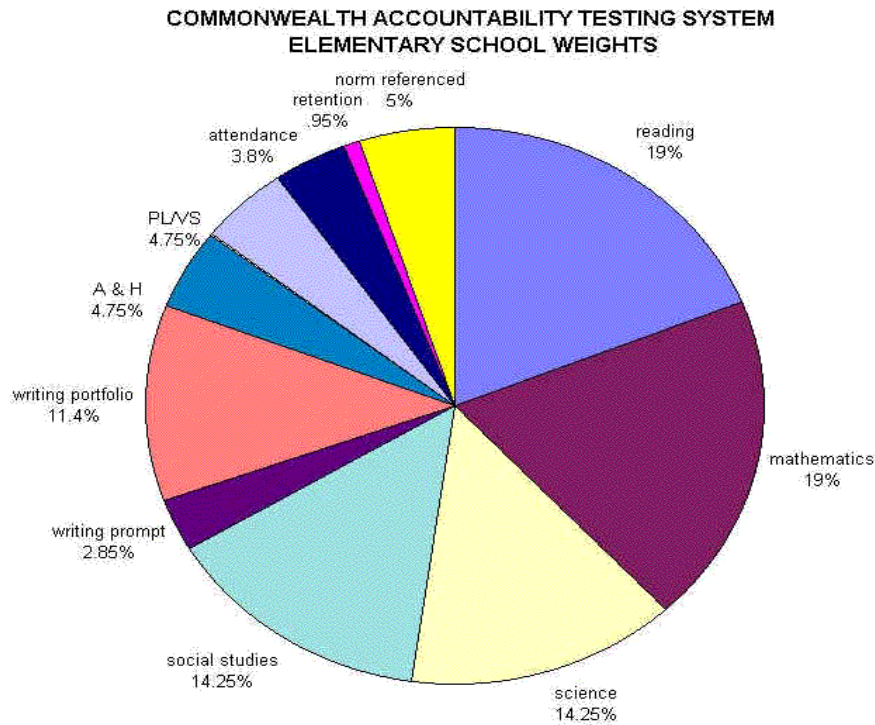


Figure 1: Components of Elementary School Accountability Index

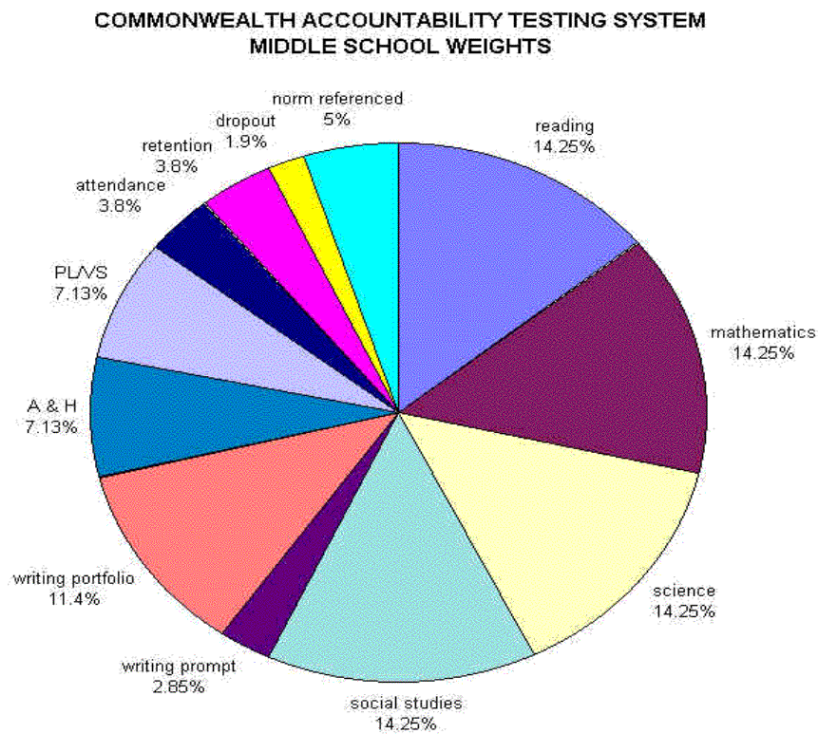


Figure 2: Components of Middle School Accountability Index

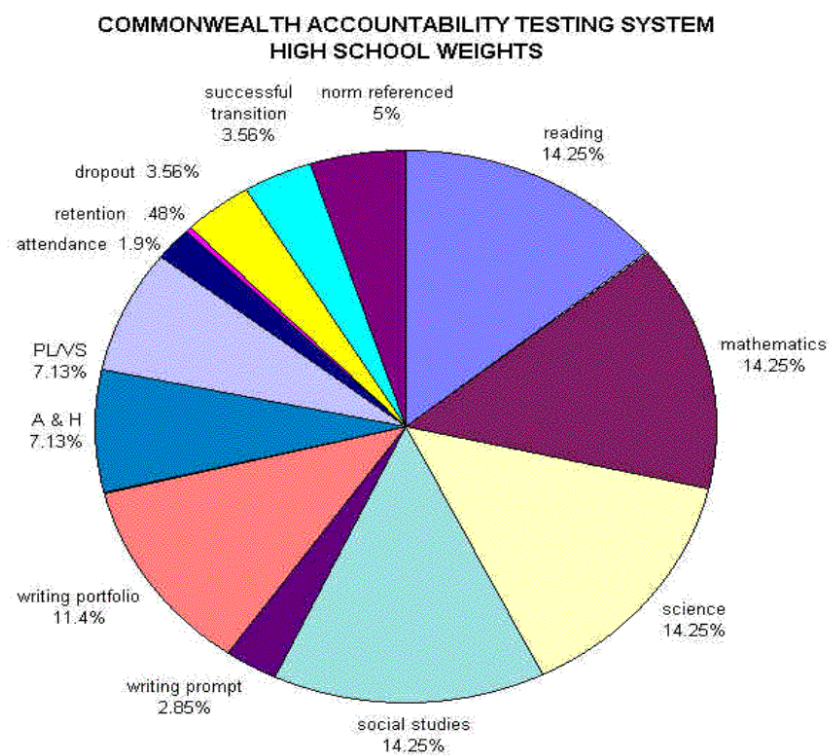


Figure 3: Components of High School Accountability Index

PRINCIPLE 7. STATE DEFINITION OF AYP INCLUDES GRADUATION RATES FOR PUBLIC HIGH SCHOOLS AND AN ADDITIONAL INDICATOR SELECTED BY THE STATE FOR PUBLIC MIDDLE AND PUBLIC ELEMENTARY SCHOOLS (SUCH AS ATTENDANCE RATES).

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>7.1 What is the State definition for the public high school graduation rate?</p>	<p>State definition of graduation rate:</p> <ul style="list-style-type: none"> • Calculates the percentage of students, measured from the beginning of the school year, who graduate from public high school with a regular diploma (not including a GED or any other diploma not fully aligned with the state's academic standards) in the standard number of years; or, • Uses another more accurate definition that has been approved by the Secretary; and • Must avoid counting a dropout as a transfer. <p>Graduation rate is included (in the aggregate) for AYP, and disaggregated (as necessary) for use when applying the exception clause¹¹ to make AYP.</p>	<p>State definition of public high school graduation rate does not meet these criteria.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

¹¹ See USC 6311(b)(2)(I)(i), and 34 C.F.R. 200.20(b)

Kentucky has a proposal for complying with this requirement. The Kentucky Department of Education will put the National Center of Educational Statistics (NCES) defined graduation rate in its accountability calculations and will delete the dropout statistic from high school accountability calculations. In doing this, the department will work closely with the National Technical Advisory Panel for Assessment and Accountability (NTAPAA) and will propose regulation changes to the Kentucky Board of Education. Related policy matters include implications for the role of dropout statistics for middle school accountability.

Kentucky will apply the National Center for Educational Statistics "Common Core of Data" four-year-or-less completion rate that emulates a true cohort approach following students through four years of high school. For simplicity, the following expression shows the method of calculation using composite data at the state level. The four-year completion rate for 2002 for the state would be:

$$\text{Completion Rate} = \frac{2002 \text{ completers}}{(2002 \text{ completers} + 2002 \text{ gr. 12 dropouts} + 2001 \text{ gr. 11 dropouts} + 2000 \text{ gr. 10 dropouts} + 1999 \text{ gr. 9 dropouts})}$$

To compute the 2002 four-year completion rate, for example, the required data elements are: the counts of 2002 completers, the 2002 grade 12 dropouts, the 2001 grade 11 dropouts, the 2000 grade 10 dropouts, and the 1999 grade 9 dropouts. This method provides a good estimate of completions but requires data from four consecutive years.

If a school feels that the calculated graduation rate is in error or unjust, the school may appeal through an established appeals process (703 KAR 5:050).

Reference A State's Definition of AYP Includes Graduation Rates, page 79.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
7.2 What is the State's additional academic indicator for public elementary schools for the definition of AYP? For public middle schools for the definition of AYP?	<p>State defines the additional academic indicators, e.g., additional State or locally administered assessments not included in the State assessment system, grade-to-grade retention rates or attendance rates.¹²</p> <p>An additional academic indicator is included (in the aggregate) for AYP, and disaggregated (as necessary) for use when applying the exception clause to make AYP.</p>	State has not defined an additional academic indicator for elementary and middle schools.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>Kentucky meets this requirement. The state has a timeline for ensuring that students will meet or exceed the state's Proficient level of academic achievement in reading/language arts and mathematics plus four other content areas (science, social studies, arts and humanities, and practical living/vocational studies) not later than 2013-2014.</p> <p>Through regulation (703 KAR 5:020), the state has the following additional indicators for elementary, middle and high schools:</p> <p>Elementary:</p> <ul style="list-style-type: none"> • Attendance • Retention rate <p>Middle:</p> <ul style="list-style-type: none"> • Attendance • Retention rate • Dropout rate <p>High School:</p> <ul style="list-style-type: none"> • Attendance • Retention rate • Dropout rate/graduation rate (Reference 7.1) • Successful Transition to Adult Life 		

¹² NCLB only lists these indicators as examples.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
7.3 Are the State's academic indicators valid and reliable?	<p>State has defined academic indicators that are valid and reliable.</p> <p>State has defined academic indicators that are consistent with nationally recognized standards, if any.</p>	<p>State has an academic indicator that is not valid and reliable.</p> <p>State has an academic indicator that is not consistent with nationally recognized standards.</p> <p>State has an academic indicator that is not consistent within grade levels.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Kentucky meets the requirement for valid and reliable academic indicators. Kentucky's assessment and accountability system is nationally recognized as being both valid and reliable. The 1998 amendments to the Kentucky Education Reform Act (House Bill 53) were based on two complete reviews by national panels of technical experts and a wide range of public input including a task force appointed by the governor. The 1998 amendments provided for a variety of advisory processes including a panel of nationally recognized experts. These panels designed the 1998 revisions and the revisions went through a thorough public review procedure culminating in regulations governing the new system established by the Kentucky Board of Education. As established in statute and department policy, a series of technical reports and research/validity studies are ongoing and an institutionalized component of the Commonwealth Accountability Testing System (CATS). The National Technical Advisory Panel on Assessment and Accountability (NTAPAA), an advisory committee constituted in statute, is made up of nationally recognized testing experts (reference 1.1). Kentucky's academic content standards were established within the context of the nationally recognized content standards and have been nationally recognized in Education Week's "Quality Counts" report.

The Commonwealth Accountability Testing System Spring 2000 Technical Manual (available on CD and at www.kentuckyschools.org) provides extensive documentation of the reliability and validity of the state's academic indicators. This document was produced by CTB/McGraw-Hill and NTAPAA.

Reference "Kentucky Nonacademic Data" for more detailed documentation on collection procedures.

PRINCIPLE 8. AYP is based on reading/language arts and mathematics achievement objectives.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
8.1 Does the state measure achievement in reading/language arts and mathematics separately for determining AYP?	<p>State AYP determination for student subgroups, public schools and LEAs separately measures reading/language arts and mathematics.¹³</p> <p>AYP is a separate calculation for reading/language arts and mathematics for each group, public school, and LEA.</p>	<p>State AYP determination for student subgroups, public schools and LEAs averages or combines achievement across reading/language arts and mathematics.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>Kentucky exceeds this requirement by assessing in these three content area (mathematics and reading/language arts, which includes writing) and four additional content areas and has an accountability index that requires schools to focus reform on the breadth of Kentucky's curriculum rather than narrowing the focus on reading/language arts and mathematics.</p> <p>Kentucky will continue implementing the requirements of 703 KAR 5:020. This means that while Kentucky has and will continue to report percents of students proficient and distinguished in reading/language arts and mathematics separately along with four other content areas, adequate yearly progress (AYP) decisions will continue to be based on an index across seven content areas and non-academic indicators. The Kentucky model has several benefits:</p> <ul style="list-style-type: none"> • Focusing attention on the breadth of the Kentucky assessment system helps keep the instructional focus wide as opposed to more narrowly focused on reading/language arts and mathematics. Aggregation across the curriculum more accurately reflects reality. • This is a major component of the rationale for holding the Kentucky assessment and school accountability system at least to its current coverage of seven content areas. • This combination of individual measures is more statistically stable. • This combined performance realistically portrays how students confront authentic challenges. • This system has an established track record of successfully issuing school performance judgments and assigning resources directed to improving the achievement of students. • The stability and defensibility of Kentucky's system of assigning school classifications has been well developed and documented. 		

¹³ If the state has more than one assessment to cover its language arts standards, the State must create a method for including scores from all the relevant assessments.

PRINCIPLE 9. State Accountability System is statistically valid and reliable.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>9.1 How do AYP determinations meet the State's standard for acceptable reliability?</p>	<p>State has defined a method for determining an acceptable level of reliability (decision consistency) for AYP decisions.</p> <p>State provides evidence that decision consistency is (1) within the range deemed acceptable to the State, and (2) meets professional standards and practice.</p> <p>State publicly reports the estimate of decision consistency, and incorporates it appropriately into accountability decisions.</p> <p>State updates analysis and reporting of decision consistency at appropriate intervals.</p>	<p>State does not have an acceptable method for determining reliability (decision consistency) of accountability decisions, e.g., it reports only reliability coefficients for its assessments.</p> <p>State has parameters for acceptable reliability; however, the actual reliability (decision consistency) falls outside those parameters.</p> <p>State's evidence regarding accountability reliability (decision consistency) is not updated.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

Kentucky exceeds this standard. For example, a school classification (or decision consistency) study is performed by one of the Kentucky Department of Education's contractors each year. More specifically, at the end of every Commonwealth Accountability Testing System (CATS) accountability cycle, Kentucky's public schools are placed in one of three classifications (Meeting Goal, Progressing, Assistance) defined by each school's School Growth Chart and based on its end-of-cycle Kentucky Core Content Tests (KCCT), norm-referenced tests (NRT) and nonacademic indices. While this array of data provides a very stable base for making classification decisions, because no measurement system is perfect, it is important to specifically document this accuracy. The CATS school classification accuracy is important to educators, policy makers, (including the School Curriculum, Assessment and Accountability Council, or SCAAC), technical reviewers (including the National Technical Advisory Panel on Assessment and Accountability, or NTAPAA), and other special interest groups.

A school classification accuracy study was conducted in a series of analyses specifically developed for Kentucky by HumRRO and approved by NTAPAA that combines (1) Generalizability Theory analyses of KCCT and NRT data, (2) formulas for the additional variance estimates, and (3) a Bayesian approach to estimating the school classification accuracy. *The final product of this study was an estimate for each school of the probability that its "true" (but unknowable) classification is the same as the classification it actually obtained.* The original study for the end of the 2002 Accountability Cycle was based upon two years of data (i.e., 2001 and 2002 combined). The results are presented in the following table.

Kentucky can quantify the accuracy of its accountability system in detail.

School Classification Results Based Upon Two Years of Data

Expected True Category	Assigned Category Before Novice and Drop Criteria Applied		
	Meets Goal	Progressing	Assistance
Meets Goal	68.4%	1.7%	0.0%
Progressing	31.0%	84.6%	13.4%
Assistance	0.6%	13.7%	86.6%
Col. Total	100%	100%	100%
N	567	491	87

77% of schools are expected to be accurately classified given the baseline SEM adjustment.

One byproduct of the school classification study is the standard errors of measurement (SEM) produced in the generalizability part of the study. These are the same standard errors used to adjust the Goal Line and the Assistance Line in the Long-Term Accountability Model. Standard error values for three school levels (elementary, middle and high school), based upon two years of data for various school sizes generally range from .5 for larger schools up to 3.0 for smaller sized schools.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
9.2 What is the State's process for making valid AYP determinations?	State has established a process for public schools and LEAs to appeal an accountability decision.	State does not have a system for handling appeals of accountability decisions.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>Kentucky has a process for making valid AYP determinations. KRS 158.6455 requires the Kentucky Board of Education to promulgate administrative regulations to establish a process whereby a school shall be allowed to appeal a performance judgment considered to be grossly unfair. This administrative regulation establishes the procedures for an appeal of a performance judgment consistent with KRS 158.6455. These procedures include:</p> <ul style="list-style-type: none"> • Recognition of due process consistent with KRS Chapter 13B that stipulates the right to a hearing and use of an independent hearing officer. • Provision for schools with a 45-day window to review data and circumstances related to potential appeal. • Provision giving the Kentucky Board of Education the authority upon appeal to change a school's performance judgment if the Board deems evidence and circumstances warrant such change. 		

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>9.3 How has the State planned for incorporating into its definition of AYP anticipated changes in assessments?</p>	<p>State has a plan to maintain continuity in AYP decisions necessary for validity through planned assessment changes, and other changes necessary to comply fully with NCLB.¹⁴</p> <p>State has a plan for including new public schools in the State Accountability System.</p> <p>State has a plan for periodically reviewing its State Accountability System, so that unforeseen changes can be quickly addressed.</p>	<p>State's transition plan interrupts annual determination of AYP.</p> <p>State does not have a plan for handling changes: e.g., to its assessment system, or the addition of new public schools.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

¹⁴ Several events may occur which necessitate such a plan. For example, (1) the State may need to include additional assessments in grades 3-8 by 2005-2006; (2) the State may revise content and/or academic achievement standards; (3) the State may need to recalculate the starting point with the addition of new assessments; or (4) the State may need to incorporate the graduation rate or other indicators into its State Accountability System. These events may require new calculations of validity and reliability.

Kentucky meets this standard. When the Commonwealth Accountability Testing System was created in 1998, the General Assembly established a process for periodically reviewing and maintaining the system. The General Assembly charged the Kentucky Board of Education to take a leadership role in this process. The legislature left many details of implementation to various committees:

The National Technical Advisory Panel on Assessment and Accountability (NTAPAA, reference 1.1) monitors both the design and implementation of this program to ensure reliable and valid decisions about school accountability. NTAPAA reports regularly to the Kentucky General Assembly and the Kentucky Board of Education.

The School Curriculum, Assessment and Accountability Council (SCAAC, reference 1.1) reviews and makes recommendations concerning Kentucky's system of setting academic standards, assessing learning, holding schools accountable for learning, and assisting schools to improve their performance. The council advises the board and the state's Legislative Research Commission (LRC) on issues related to the development and implementation of the statewide assessment and accountability program, including the distribution of rewards and imposition of sanctions.

The Office of Education Accountability (OEA), a branch of the Governor's Office, has a "watchdog" role. OEA investigates, studies, monitors and evaluates all aspects of the public K-12, vocational-technical and higher education systems. OEA's broad responsibilities include (and go beyond) the accuracy of reports, equity in funding, allegations of wrongdoing, the validity of the state assessment program, and the effectiveness of the state's teacher certification program. OEA reports to the Kentucky Board of Education, LRC and the Education Assessment and Accountability Review Subcommittee of the Kentucky General Assembly.

The Education Assessment and Accountability Review Subcommittee (EAARS) is a subcommittee of the Kentucky General Assembly that hears scheduled reports from the Kentucky Board of Education, OEA and NTAPAA and reviews implementation of the state's assessment and accountability system.

The Kentucky Board of Education consulted with OEA, EAARS, SCAAC and NTAPAA concerning:

- Strategies to develop the additional reading/language arts and mathematics assessments needed to meet assessment requirements in grades 3 through 8;
- Strategies to extrapolate reading/language arts and mathematics performance cutpoints from the grades 4/5 and grades 7/8 empirical standards; and
- Strategies to incorporate new assessments into accountability procedures.

Kentucky is committed to maintaining effective partnerships with these groups and others to ensure the state's compliance with No Child Left Behind.

There is reason to believe that, within the technical expectations inherent in NCLB, continuity of the assessment system can be maintained so long as the U.S. Department of Education is able to exercise reasonable flexibility in assisting Kentucky in complying with federal requirements.

Full text of regulations and relevant statute are included in Attachment A.

PRINCIPLE 10. In order for a public school or LEA to make AYP, the State ensures that it assessed at least 95% of the students enrolled in each subgroup.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
10.1 What is the State's method for calculating participation rates in the State assessments for use in AYP determinations?	<p>State has a procedure to determine the number of absent or untested students (by subgroup and aggregate).</p> <p>State has a procedure to determine the denominator (total enrollment) for the 95% calculation (by subgroup and aggregate).</p> <p>Public schools and LEAs are held accountable for reaching the 95% assessed goal.</p>	<p>The state does not have a procedure for determining the rate of students participating in statewide assessments.</p> <p>Public schools and LEAs are not held accountable for testing at least 95% of their students.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>Kentucky meets this standard. Each year, Kentucky has more than 99% participation in the statewide assessment program. Kentucky checks the roster of students assessed against the roster of students enrolled to calculate the rate of participation.</p> <p>Kentucky schedules a two-week testing window (expanded for 2003 to four weeks) that allows adequate time for make-up exams to be administered. Kentucky's participation rate is so high because schools must test <i>all</i> students enrolled in the school on the first day of the testing window, regardless of how long a student has attended the school. Students who are not tested and have not received an exemption from testing are assigned the lowest performance category (i.e., Novice Non-performance). This serves as a disincentive to excluding students from participation in state assessments. The percent absent or untested, as well as total enrollment, can be calculated and reported by subgroup and the aggregate.</p>		

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
10.2 What is the State's policy for determining when the 95% assessed requirement should be applied?	State has a policy that implements the regulation regarding the use of 95% allowance when the group is statistically significant according to State rules.	State does not have a procedure for making this determination.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Kentucky has a policy for determining when the 95% assessed requirement should be applied. Kentucky includes all students in the denominator of its AYP calculation and includes all students enrolled in school on the first day of the testing window. In essence, 100% of students and student subpopulations are included in testing.

With regard to accountability calculations, the state's National Technical Advisory Panel for Assessment and Accountability (NTAPAA) has recommended the adoption of a "minimum 10 per grade/30 overall for school rule" for attaining valid and reliable measures. For example, a 4/5 school would have to have at least 30 students to be evaluated. A 3 to 6 school would have to have 40 students (10 per grade). This criterion would be used consistently across the state and provides the minimum number of students required *per year* for statistically reliable data. This rule would serve as the basis for applying the 95% assessed rule.

Appendix A**Required Data Elements for State Report Card****1111(h)(1)(C)**

1. Information, in the aggregate, on student achievement at each proficiency level on the state academic assessments (disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged, except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student).
2. Information that provides a comparison between the actual achievement levels of each student subgroup and the State's annual measurable objectives for each such group of students on each of the academic assessments.
3. The percentage of students not tested (disaggregated by the student subgroups), except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.
4. The most recent two-year trend in student achievement in each subject area, and for each grade level, for the required assessments.
5. Aggregate information on any other indicators used by the state to determine the adequate yearly progress of students in achieving state academic achievement standards disaggregated by student subgroups.
6. Graduation rates for secondary school students disaggregated by student subgroups.
7. Information on the performance of local educational agencies in the state regarding making adequate yearly progress, including the number and names of each school identified for school improvement under section 1116.
8. The professional qualifications of teachers in the state, the percentage of such teachers teaching with emergency or provisional credentials, and the percentage of classes in the state not taught by highly qualified teachers, in the aggregate and disaggregated by high-poverty compared to low-poverty schools (which for this purpose means schools in the top quartile of poverty and the bottom quartile of poverty in the state).

Kentucky Supporting Documents

Kentucky Supporting Documents

- SD 1. Events Leading to the Kentucky Education Reform Act
- SD 2. Points for Discussion (Based on Secretary Rod Paige's Outline for NCLB Compliance)
- SD 3. Testing in Reading/language arts and Mathematics at Grades 3-8
- SD 4. Policy Issues in the Implementation of the Added Accountability Components
- SD 5. NAEP Participation Requirements and Implications
- SD 6. School Accountability Relating to Limited English Proficient Students
- SD 7. School/District/State Report Cards

Attachments

- A: Kentucky Revised Statute & Kentucky Administrative Regulations
 - KRS 158.645 – KRS 158.6455
 - 703 KAR 5:020 - Long-Term Accountability Model
 - 703 KAR 5:040 - Definition and Accountability for A1-A6 Schools
 - 703 KAR 5:050 – Appeals of Performance Judgments
 - 703 KAR 5:070 – Inclusion of All Students
 - 703 KAR 5:080 – Administration Code
 - 703 KAR 5:120 – School Accountability and Scholastic Audits & Reviews
 - 703 KAR 5:130 – District Accountability
 - 703 KAR 5:140 – School & District Report Cards
 - SB 168 – Regular Session of the Kentucky General Assembly – 2002
(Codified under KRS 158.649)
- B: Commonwealth Accountability Testing System Spring 2000 Technical Manual (included on compact disk)
- C: Accuracy of School Classification
- D. Application of NCLB AYP and Starting-Point Calculations Using Kentucky Spring Assessment Data, 1999-2002
- E. Letter and Guidance Document from Secretary Rod Paige, July 24, 2002
- F. Kentucky Assistance Model
- G. Specific Subpopulations

Kentucky Supporting Document (SD) 1**Events Leading to the Kentucky Education Reform Act**

- November 1985 – The Council for Better Education, a nonprofit corporation formed by 66 school districts, seven boards of education and 22 public school students, sued the state of Kentucky for not providing an efficient system of education.
- October 1988 – Franklin County Circuit Court Judge Ray Corns found for the plaintiffs.
- February 1989 – Governor Wallace Wilkinson issued an executive order creating a twelve-member Council on School Performance Standards and directed the council to determine what all students should know and be able to do and how learning should be assessed.
- June 1989 – The Kentucky Supreme Court directed the General Assembly to recreate and reestablish a “new, efficient system of common schools” that complied with the Kentucky Constitution. The Court defined an efficient system of common schools as an organization that provides a “free and adequate education to all students throughout the state regardless of geographical location or local fiscal resources.”
- September 1989 – The Council on School Performance Standards produced the report *Preparing Kentucky Youth for the Next Century: What Students Should Know and Be Able To Do and How Learning Should Be Assessed* and presented it to the Curriculum Committee of the Legislative Task Force charged with creating Kentucky’s new system. In the report, the Council recommended six broad learning goals for all students, with particular emphasis on what students should be able to do. The Council also recommended that the state launch a major effort to assess student performance beyond what can be measured by paper-and-pencil tests. The Council also recommended that the state initiate long-range development efforts that support implementation of the new learning goals.
- In 1990, the Council’s recommendations were incorporated into House Bill 940, the Kentucky Education Reform Act, as a first step in redefining the school curriculum and providing what the courts required as an adequate education for all students.

SD 2

Points for Discussion

Based on Secretary Rod Paige's Outline for NCLB Compliance

The following information supplements Kentucky's responses submitted in the *Consolidated State Application Accountability Workbook for State Grants under Title IX, Part C, Section 9302 of the Elementary and Secondary Education Act (Public Law 107-110)*. This information addresses the requirements outlined in a letter from U.S. Secretary of Education Rod Paige on July 24, 2002. In the letter, Secretary Paige outlined ten criteria for meeting the assessment and school accountability requirements of the "No Child Left Behind Act of 2001."

1. A single statewide accountability system applied to *all* public schools and LEAs.¹⁵

- "All schools and LEAs" includes Title I and non-Title I schools and LEAs.
- Student assessments are administered and the accountability system is applied in the same manner for all schools, regardless of receipt of Title I funds.¹⁶

"(2) ACCOUNTABILITY

— "(A) IN GENERAL. —Each State plan shall demonstrate that the State has developed and is implementing a single, statewide State accountability system that will be effective in ensuring that all local educational agencies, public elementary schools, and public secondary schools make adequate yearly progress as defined under this paragraph. Each State accountability system shall—

"(i) be based on the academic standards and academic assessments adopted under paragraphs (1) and (3), and other academic indicators consistent with subparagraph (C)(vi) and (vii), and shall take into account the achievement of all public elementary school and secondary school students;

"(ii) be the same accountability system the State uses for all public elementary schools and secondary schools or all local educational agencies in the State, except that public elementary schools, secondary schools, and local educational agencies not participating under this part are not subject to the requirements of section 1116; and

"(iii) include sanctions and rewards, such as bonuses and recognition, the State will use to hold local educational agencies and public elementary schools and secondary schools accountable for student achievement and for ensuring that they make adequate yearly progress in accordance with the State's definition under subparagraphs (B) and (C). — (NCLB 2001: 1111(b)(2)(A))

"(C) DEFINITION.—'Adequate yearly progress' shall be defined by the State in a manner that—

"(i) applies the same high standards of academic achievement to all public elementary school and secondary school students in the State; -- (NCLB 2001: 1111(b)(2)(C)(i))

The current Kentucky school accountability system is required in KRS 158.645 – 158.6455 and is operationalized in a series of Kentucky Administrative Regulations promulgated by the Kentucky Board of Education. The major elements of the program are addressed in 703 KAR 5:020. Specific details such as definitions of schools, inclusion policies, and appeals of school performance judgments are addressed in other regulations.

Schools are assessed annually and rewarded for biennial growth that keeps them on track for meeting an accountability index of 100 by 2014. One hundred is a point on this scale equivalent to Proficient student performance across mathematics, reading/language arts and four other content areas (science, social studies, arts and humanities, and practical living/vocational studies) and inclusive of nonacademic measures. Schools are subject to a *scholastic audit* or review (defined in 703 KAR 5:120) and varying levels of intervention and sources of assistance.

¹⁵ Sections 1111(b)(2)(A) and 1111(b)(2)(C)(i).

¹⁶ Requirements for school improvement, corrective action and restructuring under Section 1116 only apply to schools receiving Title I funds.

This is a continuation of a school accountability system that first issued rewards and administered sanctions in 1994. In 1998, the Kentucky General Assembly amended the system to reward schools for both growth and absolute standing.

Kentucky has had more than ten years of experience in working toward all students performing at Proficient levels. Schools can make progress toward these goals, and teachers are willing to accept Kentucky's high expectations of themselves and their students, but Kentucky has found it important to move to an accountability index that recognizes or credits schools for intermediate steps toward these goals.

Kentucky's NCLB compliance plan retains the main features of the state's current accountability system while addressing the new federal accountability requirements. As important as maintaining the components of Kentucky's long-standing school accountability system is maintaining the *integrity* of this system.

The NCLB Act requires that:

- All students in grades 3-8 be assessed in reading/language arts and mathematics beginning no later than school year 2005-2006;
- Reading/language arts and mathematics assessments be administered not less than once during grades 3-5, 6-9, and 10-12;
- Beginning not later than school year 2007-2008 assessments be administered in science not less than one time during grades 3-5, 6-9, and 10-12; and
- Local education agencies in the State will, beginning not later than school year 2002-2003, provide for an annual assessment of English proficiency (measuring students' oral language, reading/language arts and writing skills in English) of all students with limited English proficiency.
- The State will, beginning in school year 2002-2003, participate in biennial State academic assessments of 4th and 8th grade reading/language arts and mathematics under the National Assessment of Educational Progress (NAEP) carried out under section 411(b)(2) of the National Education Statistics Act of 1994 if the Secretary pays the costs of administering such assessments.

Kentucky statute and regulation have established the Commonwealth Accountability Testing System (CATS). CATS requires annual assessments as outlined in Table 3: STATE-REQUIRED ASSESSMENTS. CATS also includes measures of attendance rates, retention rates, dropout rates, and successful transition to adult life rates. Additionally, in the spring of 2001 and the spring of 2002, Kentucky piloted an Elementary Longitudinal Reading Assessment Program that administered the 4th grade reading/language arts test to 5th grade students. The standards-based 4th grade reading/language arts test used in this longitudinal component was part of the Kentucky Core Content Tests (KCCT), the major assessment component of the CATS. This longitudinal component as piloted will not be further developed and implemented at this time because, when all options are considered, Kentucky's interest in a longitudinal assessment might more efficiently be met in conjunction with Kentucky's plans to address the NCLB requirements for reading/language arts and mathematics assessments at grades 3-8.

Table 3: STATE-REQUIRED ASSESSMENTS

TABLE 3: STATE-REQUIRED ASSESSMENT PROGRAM

Grade	NRT-CTBS/5		Standards-Based - KCCT							Writing Portfolio	Alternate Portfolio
			Reading	Math	Science	Social Studies	Writing	Arts & Humanities	Practical Living/Vocational Studies		
End of Primary (grade 3)	x	x									
4			x		x		x			x	x
5				x		x		x	x		
6	x	x									
7			x		x		x			x	
8				x		x		x	x		x
9	x	x									
10			x						x		
11				x	x	x		x			
12							x			x	x

Kentucky's state assessment program meets the requirements in bullets 2 and 3 of the NCLB requirements listed above. Additional testing will be required to comply with bullets 1 and 4. In considering the state's obligations to participate in the required NAEP assessments (bullet 5), the Kentucky Department of Education and the Kentucky Board of Education will need to consider policies designed to assure local education agency or district participation in this assessment. Kentucky has participated in NAEP assessments voluntarily. NAEP selects a sample of schools to be representative of each state. In the past, 70% of NAEP's original sample of schools had to be in the final sample of schools to have met participation requirements for reporting scores. If any schools declined to participate, NAEP selected replacement schools.¹⁷ The National Assessment Governing Board (NAGB), the board that governs NAEP, has recently raised the participation rate to 85%.

Kentucky's accountability system applies to every public school and holds each school accountable for reaching the same high standard. Schools started from different points of performance, but each school is expected to be within one standard error of measurement of 100 on Kentucky's 140-point accountability index by the school year 2014. One way to obtain 100 on this index is to have all students performing at the Proficient level in reading/language arts, mathematics, science, social studies, arts and humanities, and practical living/vocational studies. In addition, all students would need to be in attendance every day, no child would be retained, no child would drop out (middle and high school), and every child would make a successful transition to adult life (high school). Operationally, the index does permit for students performing at the Distinguished level to compensate for some students performing at lower levels.

Kentucky's accountability system basically establishes a unique baseline or starting point derived from the school's combined academic and nonacademic performance from the 1998-1999 and 1999-2000 school years. Kentucky's nonacademic indicators include attendance rate, retention rate, dropout rate (middle and high school) and successful transition to adult life (high

¹⁷ The National Assessment Governing Board sets this and other policy related to the National Assessment of Educational Progress (NAEP) and did change this requirement after analyzing the new and expanded uses of state NAEP data.

school.) Figure 4 describes the system in general. Figure 5 illustrates how this model might look for schools starting at very different levels of performance in the baseline year.

In addition to a clearly established performance expectation for every school by the school year 2014, the state system has a clear set of intermediate goals that each school must achieve to reach the goal of 100 by 2014. (This goal is adjusted for each school by one standard error of measurement that is a calculation based on the reliability of each of the assessment components and on school size. Smaller schools have larger standard errors of measurement than do larger schools. Standard errors of measurement range generally from about .5 for larger schools to about 3 for very small schools.)

Kentucky's accountability system is detailed mainly in KRS 158.645 – KRS 158.6455 and in Kentucky Administrative Regulations: 703 KAR 5:020; 703 KAR 5:040; 703 KAR 5:050; 703 KAR 5:070; 703 KAR 5:080; 703 KAR 5:120; and 703 KAR 5:130. (Reference Attachment A)

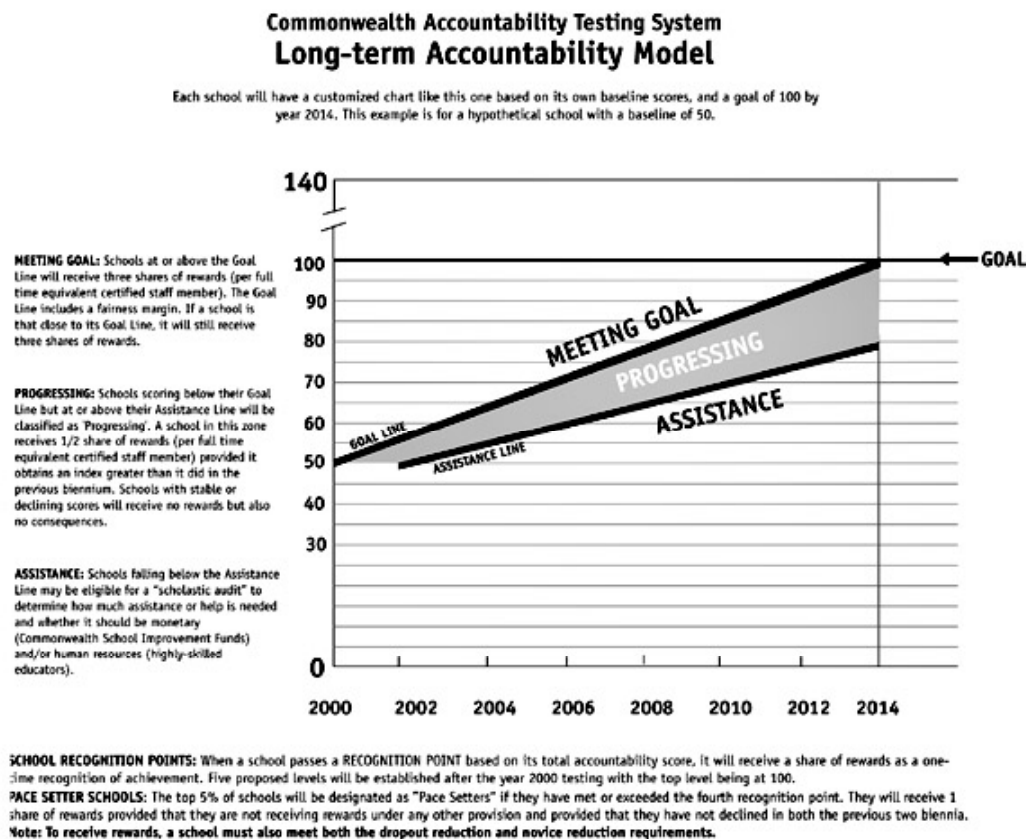


Figure 4: Overview of Kentucky's Long-Term School Accountability Model

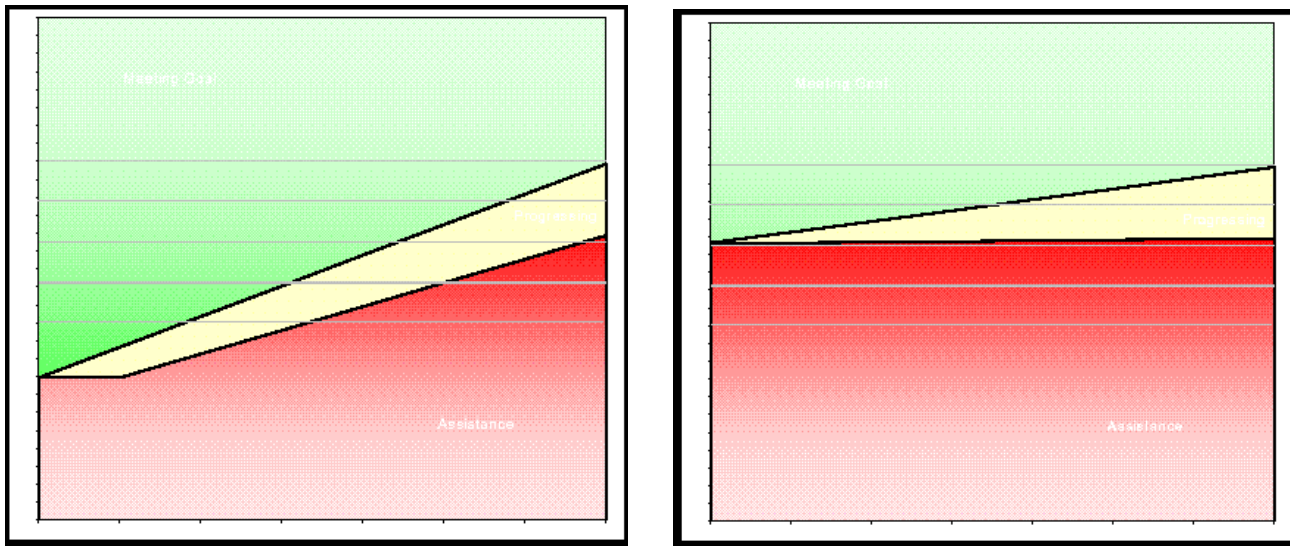


Figure 5: Application of Kentucky's Long-Term School Accountability Model to Schools Having Very Different Baselines (Starting Points)

The Commonwealth Accountability Testing System has established technical qualities as documented in the Commonwealth Accountability Testing System Spring 2000 Technical Manual included as Attachment B on a Compact Disk (CD).

Establishing Goals An aggregation of two years of data was used to establish a customized baseline for each Kentucky public school: school years 1998-1999 and 1999-2000.¹⁸ Customized individual school growth goals were established as described above. These goals set expectations that schools will make consistent growth from the baseline, established in 2000, to the state goal of 100 by 2014. Data from annual assessments are aggregated over a two-year period, i.e., 2000-2001 and 2001-2002, and used to identify schools for reward or assistance. Technical evidence consistently indicates that school classification decisions made on two years of data are more stable and defensible. Schools need more than a year to analyze data and to develop instructional interventions to affect past accountability performance judgments.

Kentucky will continue monitoring biennial progress as required in 703 KAR 5:020. This state regulation establishes unique school biennial growth requirements for each school to reach 100 (Proficiency) on the Kentucky Accountability Index by 2014. These requirements include the following:

- A *baseline or starting point* calculated from combined spring 1999 and Spring 2000 administration of the Kentucky Core Content Tests and the school's nonacademic indicators.
- Baselines unique to each school established (or district, if district accountability regulation is modified).
- Seven content areas and nonacademic indicators weighted for accountability index calculation as prescribed in 703 KAR 5:020.

¹⁸ KRS 158.6455(2) ... with school years 1998-2000 serving as the baseline.

Kentucky sees several advantages to continuing to use this school accountability system as modified in statute and regulation in 1998. The system allows the following:

- A clear and accepted means of keeping instruction focused on all seven content areas identified in Kentucky statute as elements of the assessment and accountability system.
- A more accurate classification of schools in need of assistance or deserving of reward based on biennial cycles. Two years of data results provide more stable and statistically defensible measures of school or district performance.
- Adequate time for schools to define intervention strategies and implement those strategies. Kentucky's plan would more aggressively apply NCLB consequences in that year 3 consequences would be applied in year 2 of not having met AYP; year 5 in year 4; year 7 in year 6.

Kentucky will continue monitoring progress on biennial cycles as required in 703 KAR 5:020. In the odd-numbered years of the biennium, the Kentucky Department of Education will monitor the progress of the schools identified as not making AYP and make decisions about allocation of resources and assistance. This meets the USDOE's requirement for annual reporting.

In addition, Kentucky will:

- Continue including on school reports the message to affected schools that they have not achieved enough to be on target to meet their biennial goals.
- "Flag" schools in the odd-numbered years of each biennium for assistance based on statistical criteria recommended by NTAPAA.
- Conduct Scholastic Audits/Reviews in the odd-numbered years of each biennium in schools identified for assistance (Early Warning System).
- Continue Scholastic Audits/Reviews in the even-numbered years.

In preparing its comprehensive plan to comply with NCLB requirements, the Kentucky Board of Education and the Kentucky Department of Education have worked with both the research staff of CTB/McGraw-Hill and the members of NTAPAA. Members of NTAPAA, an advisory committee constituted in statute, are Drs. James Catterall, Suzanne Lane, Robert Linn, David Miller, John Poggio, Andy Porter.

Three statutorily constituted committees advise the state board and department on technical, policy and logistical matters. These committees reviewed components of Kentucky's NCLB work plan:

- The School Curriculum, Assessment, and Accountability Council (SCAAC) includes parents, local school board representatives, members of the general public, teachers, principals, district assessment coordinators, superintendents, business leaders and higher education representatives.
- The Education Assessment and Accountability Review Subcommittee (EAARS) consists of members of the Kentucky General Assembly.
- The Office of Education Accountability is an agency within the Legislative Research Commission.

The Kentucky Board of Education provided policy direction for this plan and has final authority and responsibility for review and approval of the plan and oversight of its implementation.

2. **All public school students are included in the State accountability system.**¹⁹

- A student attending the same school for a “full academic year” must be included when determining if a school has made AYP.
- A student that attends more than one school in a district during the school year is only included in determining if a district has made AYP.
- All student results are included in the school level report card.

“(xi) include students who have attended schools in a local educational agency for a full academic year but have not attended a single school for a full academic year, except that the performance of students who have attended more than 1 school in the local educational agency in any academic year shall be used only in determining the progress of the local educational agency” (**NCLB 2001 -- Section 1111 (b)(3)(C)**)

“(xiii) enable results to be disaggregated within each State, local educational agency, and school by gender, by each major racial and ethnic group, by English proficiency status, by migrant status, by students with disabilities as compared to nondisabled students, and by economically disadvantaged students as compared to students who are not economically disadvantaged, except that, in the case of a local educational agency or a school, such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student; (**NCLB 2001 -- Section 1111 (b)(3)(C)**)

...(e)(1) In determining the AYP of an LEA, a State must include all students who were enrolled in schools in the LEA for a full academic year, as defined by the State.

(2) In determining the AYP of a school, the State may not include students who were not enrolled in that school for a full academic year, as defined by the State.

(Authority: 20 U.S.C. 6311(b)(2), (b)(3)(C)(xi)) (**FINAL AYP FEDERAL REGULATION - §200.20 Making Adequate Yearly Progress.**)

The Kentucky Department of Education holds schools accountable for all students, including transient students. It is legally permissible for state policy on this subject to exceed federal law. Federal law when literally applied would require students enrolled in a school for less than a full academic year to be attributed to a district – not a school – for accountability index calculation purposes.

Kentucky’s view of education reform holds that reform or change must focus on the school, that unit closest to where teaching actually takes place. In Kentucky, the school and the school-based decision making council are primarily in control of instruction. Therefore, the school is the primary unit of accountability.

Assigning transient students to a district or another organizational unit places responsibility for changing or improving educational services for transient students farther away from the organizational unit most directly responsible for and able to deliver instruction. Applying the federal standard, a student not enrolled in the same district for a full academic year would be attributed to a state aggregate index and lost in the discussion of how to distribute and redistribute resources to improve educational services.

Kentucky’s school accountability system holds schools accountable for assessing virtually all students and accountable for their performance on required state assessments. This exceeds federal requirements to assess 95% of all students and each NCLB subpopulation, and the performance on state-required assessments of students who are in a school or district for a full academic year.²⁰

¹⁹ Sections 1111(b)(2)(A), 1111(b)(3)(C)(xi), 1111(b)(3)(C)(xi), and 1111(b)(3)(C)(xiii).

²⁰ Refer to Table 2 in 2.3.

Literal application of NCLB requirements would require that:

- A school is accountable for scores of students enrolled in the school for a complete academic year (academic year has to be defined by the state).
- School index calculations are based on all students in the school for an academic year.
- A school must test 95% of all students enrolled, and 95% of each NCLB-identified subpopulation enrolled (point of enrollment is not yet defined).
- A district is accountable for all students not enrolled in a school within the district for a complete academic year but enrolled in that district for a complete academic year.

Under current Kentucky policy:

- A school is accountable for the scores of all students enrolled in the school on the first day of the administration of the annual assessments.
- School index calculations are based on the scores of all students enrolled on the first day of the assessment administration window. Exceptions are made for writing portfolio and alternate portfolio scores if a student has not been enrolled in a Kentucky public school for 100 days.
- Transient students are not systematically omitted from accountability calculations at the school level. Reference Table 1: Estimated Calendar Year Stability – page 25.

This policy assures that the scores of virtually all students are counted in the accountability index calculation for some school.

The Kentucky Board of Education proposes to continue its current policy of making the **regular** school the primary unit of accountability for all students enrolled at a specific point in the school year.

District Accountability NCLB makes references to local education agency (district) and state accountability. Although not specifically stated, there are aspects of this language that would seem to imply that LEA and state accountability need to be similar to or parallel to that which is applied to school buildings. There is language suggesting that if a student has not been in a particular school for a complete academic year, then the school should not be accountable for that student's test score, but that the accountability for that student's test score should be attributed to the local school district. If attribution to the local school district is unreasonable based on the length of time the student has been in attendance in that district, the score should be attributed to the state for accountability purposes.

In addition, there are references to the need for local school districts and the state to be specifically accountable for meeting stated targets in eliminating subpopulation performance gaps. In a number of schools, the n-counts for specific subpopulations will be too small (less than 10) to influence school-based accountability. In districts with more than one elementary/middle/high school, it may be possible to aggregate this data and at least report subpopulation data holding the district accountable for subpopulation performance.

Kentucky's district accountability regulation (703 KAR 5:130) does not lend itself easily to these functions. Kentucky's accountability system rewards a district if all schools in a district are at or above their individual goals for a particular biennium. A district is *audited* and provided assistance if one of its schools is in the lowest one-third of Kentucky schools falling below their individual assistance points for two successive biennia. Figure 4 (Kentucky School Accountability Model), referenced earlier in this document, illustrates the main features of Kentucky's accountability system (703 KAR 5:020).

The Kentucky Board of Education will establish parallel district and state accountability calculations. If these calculations increase the numbers of districts needing *district audits* (which would almost certainly happen), some of the resources targeted for schools in need of assistance would have to be diverted to district support, or additional resources would need to be secured.

Kentucky holds districts accountable for moving all schools to the Progressing or Meets Goal category. Kentucky's system does not provide a direct means of monitoring district accountability for each subpopulation. Therefore, the Kentucky Board of Education proposes modification to the district accountability regulation to establish a district model that parallels the current school accountability model.

3. A State's definition of AYP is based on expectations for growth in student achievement that is continuous and substantial, such that all students are proficient in reading/language arts and math no later than 2013-2014.²¹

- Accountability systems must establish proficiency goals statewide, based on assessment data from the 2001-02 school year, that progressively increase to reflect 100 percent proficiency for all students by 2013-14.
- These goals must increase at steady and consistent increments during the 12-year timeline, although not necessarily annually throughout the 12 years (i.e., States cannot establish goals that will require the most substantial progress toward the end of the 12-year timeline).
- Increases in proficiency rates must occur for a school to make AYP. Progress in student achievement from the "below basic" to the "basic level" is not in and of itself sufficient to meet AYP requirements. However, States and LEAs are strongly encouraged to develop systems to recognize very low-performing schools that are making such improvement.

“(C) DEFINITION.—‘Adequate yearly progress’ shall be defined by the State in a manner that— ... (iii) results in continuous and substantial academic improvement for all students; – (NCLB 2001: 1111(b)(2)(C))

“(F) TIMELINE.—Each State shall establish a timeline for adequate yearly progress. The timeline shall ensure that not later than 12 years after the end of the 2001–2002 school year, all students in each group described in subparagraph (C)(v) will meet or exceed the State's proficient level of academic achievement on the State assessments under paragraph (3). – (NCLB 2001: 1111(b)(2)(F))

“(H) INTERMEDIATE GOALS FOR ANNUAL YEARLY PROGRESS.—Each State shall establish intermediate goals for meeting the requirements, including the measurable objectives in subparagraph (G), of this paragraph and that shall—

“(i) increase in equal increments over the period covered by the State's timeline under subparagraph (F);

“(ii) provide for the first increase to occur in not more than two years; and

“(iii) provide for each following increase to occur in not more than three years. – (NCLB 2001: 1111(b)(2)(F))

²¹ Sections 1111(b)(2)(C)(iii), 1111(b)(2)(F), and 1111(b)(2)(H).

4. A State makes annual decisions about the achievement of all public schools and LEAs.²²

- States may calculate AYP for a school using up to three consecutive years of data.
- If a State chooses to average data over two or three years, it must still determine whether a school or district made AYP on an annual basis.

²² Section 1111(b)(2)(J).

5. All Public Schools and LEAs Are Held Accountable for the Achievement of Individual Subgroups.²³

- Accountability decisions must be based on the achievement of each subgroup in the law, as well as overall achievement.
- States must set separate, measurable annual objectives for each of these subgroups that ensure they meet the deadline to reach proficiency within 12 years.
- Subgroups for accountability are major ethnic/racial groups, economically disadvantaged students, limited English proficient (LEP) students, and students with disabilities. The goals for each subgroup may be the same as long as each subgroup reaches 100 percent proficiency in 12 years.

“(C) DEFINITION.—‘Adequate yearly progress’ shall be defined by the State in a manner that—

“(i) applies the same high standards of academic achievement to all public elementary school and secondary school students in the State;

“(ii) is statistically valid and reliable;

“(iii) results in continuous and substantial academic improvement for all students;

“(iv) measures the progress of public elementary schools, secondary schools and local educational agencies and the State based primarily on the academic assessments described in paragraph (3);

“(v) includes separate measurable annual objectives for continuous and substantial improvement for each of the following:

“(I) The achievement of all public elementary school and secondary school students.

“(II) The achievement of—

“(aa) economically disadvantaged students;

“(bb) students from major racial and ethnic groups;

“(cc) students with disabilities; and

“(dd) students with limited English proficiency;

except that disaggregation of data under subclause (II) shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student; **(NCLB 2001 -- Section 1111 (b)(2)(C))**

Kentucky has been focused on the need to reduce/eliminate the gaps in achievement between specific student groups, as measured by state-required and other assessments. Kentucky has addressed this matter to date by requiring any school that might otherwise be eligible to receive financial rewards through the school accountability system to be on schedule to reduce the percent of Novice performers across seven content areas to less than 5% by the year 2014. Novice is the lowest student performance standard in Kentucky’s assessment system. The content areas are reading/language arts (which includes writing), mathematics, science, social studies, arts and humanities, and practical living/vocational studies. This model is articulated in 703 KAR 5:020.

The 2002 regular session of the Kentucky General Assembly passed Senate Bill (SB) 168. This law more clearly delineates school and district responsibilities for identifying and addressing substantive differences in the achievement of the four subpopulations identified in NCLB plus gender, which is not a requirement of NCLB.

Kentucky will maintain its current accountability growth model and extend the model to specific accountability for subpopulations through the use of the Kentucky academic index.²⁴ Then, the minimum number of students discussed below might be sufficient for demonstrating the performance of subpopulations. In this model, the expected performance of subpopulations in 2002 may differ from the expected performance of the general population of students, but by 2014 the expected performance is the same.

²³ Sections 1111(b)(2)(C)(v), 1111(b)(2)(C)(v), and 1111(b)(2)(C)(v)(II).

²⁴ For purposes of the illustrations in this section, the current definition of Kentucky’s academic index has been modified to include NRT data.

Kentucky's proposed procedure for analyzing subpopulation data would require a minimum of 30 tested students per year/per school, with no fewer than 10 students tested at each grade. This proposed minimum n-count is a minimum requirement and could be altered for policy reasons.

Table 4 summarizes the impact of setting this minimum n-count at 5, 10, 15 and 20 on the numbers of Kentucky schools that would not have subpopulation data in AYP determinations. The numbers in this table are based on schools that had 5, 10, 15 or 20 students tested in particular subpopulation labels in each grade for each year: 1999-2002. For example, if the minimum n-count for including subpopulation in AYP determinations were set at 5 for each of the four years, 151 of 675 elementary schools would not include performance of students participating in the Free and Reduced Lunch Program. If the minimum n-count is 10, that number is 182. If the minimum n-count is 15, that number is 288. With a minimum n-count of 20, that number is 381.

Table 4: Schools Not Included in Accountability Calculations and Minimum N-Counts

	Minimum n-Count = 5	Minimum n-Count = 10	Minimum n-Count = 15	Minimum n-Count = 20
Elementary School				
Students with Disabilities	631 of 675	647 of 675	669 of 675	672 of 675
Free & Reduced Lunch	151 of 675	182 of 675	288 of 675	381 of 675
Limited English Proficient	675 of 675	675 of 675	675 of 675	675 of 675
Asian	675 of 675	675 of 675	675 of 675	675 of 675
Hispanic	675 of 675	675 of 675	675 of 675	675 of 675
African-American	545 of 675	556 of 675	587 of 675	617 of 675
Middle School				
Students with Disabilities	164 of 308	174 of 308	221 of 308	258 of 308
Free & Reduced Lunch	49 of 308	55 of 308	82 of 308	107 of 308
Limited English Proficient	308 of 308	308 of 308	308 of 308	308 of 308
Asian	307 of 308	307 of 308	308 of 308	308 of 308
Hispanic	307 of 308	308 of 308	308 of 308	308 of 308
African-American	238 of 308	242 of 308	255 of 308	263 of 308
High School				
Students with Disabilities	150 of 226	198 of 226	217 of 226	223 of 226
Free & Reduced Lunch	44 of 226	59 of 226	83 of 226	107 of 226
Limited English Proficient	226 of 226	226 of 226	226 of 226	226 of 226
Asian	222 of 226	225 of 226	226 of 226	226 of 226
Hispanic	225 of 226	225 of 226	225 of 226	226 of 226
African-American	166 of 226	173 of 226	185 of 226	191 of 226

These *minimum* n-counts are based in statistical methodology and technical considerations, and seem reasonable considering FERPA²⁵ requirements, the public need to examine subpopulation performance, and research/statistical requirements. Public policy considerations might provide a basis for increasing these minimum numbers of students for inclusion in subpopulations in accountability decisions.

After consultation with the nationally recognized testing experts of NTAPAA, Kentucky proposes to monitor the progress of subpopulations toward Proficient performance, based on the aggregation of data from all academic content areas of interest. Those content areas are

²⁵ Family Education Rights to Privacy Act (There are both state and federal statutes that apply.)

reading/language arts (which includes writing), mathematics, science, social studies, arts and humanities, and practical living/vocational studies. There are several major benefits to this approach when compared to what might literally be implied by NCLB (i.e., separate content area judgments about each content area for each subpopulation):

- Decisions based on data aggregated across content areas are more likely to correctly identify schools where the differences in subpopulation performance are real. Kentucky has experience in quantifying school classification errors using this level of content-aggregated data.
- Focusing attention on the breadth of the Kentucky assessment system will help keep the instructional focus for subpopulations appropriately wide as opposed to more narrowly focused on reading/language arts and mathematics. This advantage is also applicable to the entire Kentucky student population and is a major component of the rationale for holding the Kentucky assessment and accountability system to its current coverage of seven content areas.
- This method provides for incorporating the standard error of measurement into subpopulation performance decisions similar to the method applied in the Kentucky accountability model.

The Kentucky Department of Education is committed to ensuring that all students, including those identified within each subpopulation, receive instructional services targeted to Proficient performance standards and that each student performs at this level by 2014. The Commonwealth Accountability Testing System (CATS) expects each school to reach a performance level of 100 on the Kentucky accountability index, a scale of 0 to 140. In CATS, some students scoring at the Distinguished level can compensate for lower-performing students.

NCLB and Kentucky's SB 168 state that identified subpopulations must reach the goal of Proficiency. The Kentucky Department of Education, with advice from NTAPAA, suggests the following:

Kentucky will apply its procedures for calculating an academic index combining the seven content areas weighted by the values established in Kentucky Administrative Regulation to each subpopulation and to the appropriate contrasting groups. This 0-140 scale is familiar to Kentucky educators. The scale would yield a school value of zero if all students scored Novice – Nonperforming in all seven content areas and a school score of 140 if all students scored Distinguished in all seven content areas.

For AYP determinations, any Kentucky school in which a subpopulation does not score at or above the subpopulation's uniquely established Assistance Point will be considered to have failed in meeting AYP. Exception: If a subpopulation falling below its assistance line demonstrates gain above the previous biennia at the 95% confidence level, the school will be considered to have met AYP. Each subpopulation must have 10 or more students in each grade tested and a total of at least 30 students tested in the school per year for this criterion to apply.

If a school's students with disabilities (SWD) assistance target were 40 for 2004 and the associated standard error of measurement were 2, and the SWD group had an 2002 academic index of 35, this group would be considered to have met AYP if its 2004 index were greater than or equal to 38.29 because the Kentucky Department of Education would be 95% confident that this group had demonstrated real and significant growth even though the group had not reached its assistance point.

$(35 + 2 * 1.645 = 95\% \text{ confidence limit of a one-tailed statistical test})$

Data for each NCLB-identified subpopulation and for gender (to comply with Kentucky's SB 168) will be aggregated across the seven content areas identified in Kentucky Revised Statute resulting in a single *academic index*, a statistic normally calculated on the total population. Applying the same methodology used to adjust the Kentucky Accountability Index in the general growth chart by one standard error of measurement, subpopulation growth charts can be calculated for each subpopulation on the *Kentucky Academic Index* metric. This calculation does not include nonacademic measures but has been adjusted to include Kentucky's Norm-Referenced Test data.

Through this method, clear biennial academic goals can be established for each subpopulation in each school, district, and for the state, leading each to within one standard error of measurement of 100 on the Kentucky Academic Index. Because each subpopulation within each school, district, and in the state as a whole start at very different levels of performance, they are expected to reach different interim goals, but are clearly expected to reach the same standard of Proficiency by 2014. Lower-performing subpopulations are expected to make larger increments of growth in the interim in order to reach the same standard of 100 by 2014.

This method will be applied at the elementary school level (grades 3-5), middle school level (grades 6-8) and the high school level (grades 9-12).

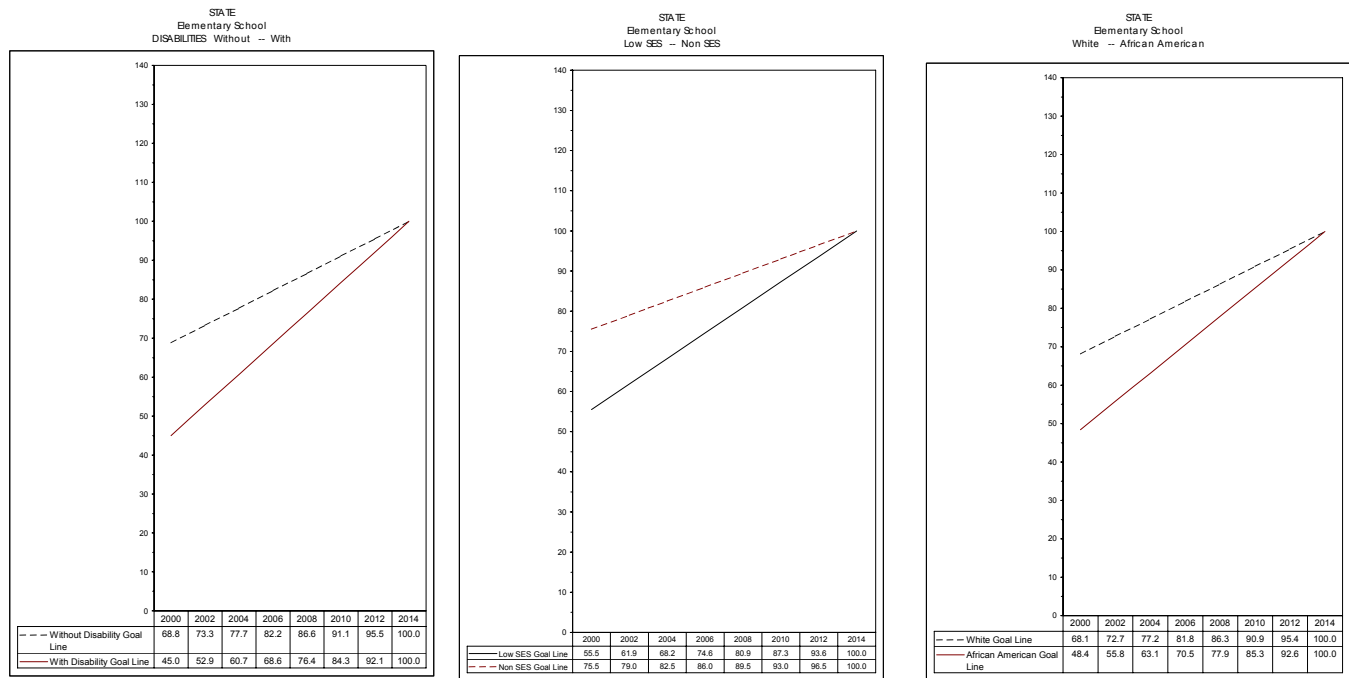


Figure 6 State Elementary Subpopulation Goal Lines

Figure 6 illustrates how the goals for the state elementary subpopulations would be established for students with disabilities, students participating in free and reduced lunch services, and African-American students. The dashed line illustrates how these goals differ from the performance of the contrasted group in the beginning but converge on the same goal by 2014: students with disabilities contrasted with students without disabilities; students receiving free and reduced lunch services versus those not receiving these services; white versus African-American students.

If Kentucky were to develop subpopulation **growth charts** similar to those produced for each of Kentucky's schools, the chart comparing the performance of white students and African-American students would look like Figure 7. Comparable charts would be prepared specific to each school/subpopulation.

Subpopulation growth charts would combine a Kentucky Academic Index with the Norm-Referenced Test data and would not include nonacademic data as included in the Kentucky Accountability Index.

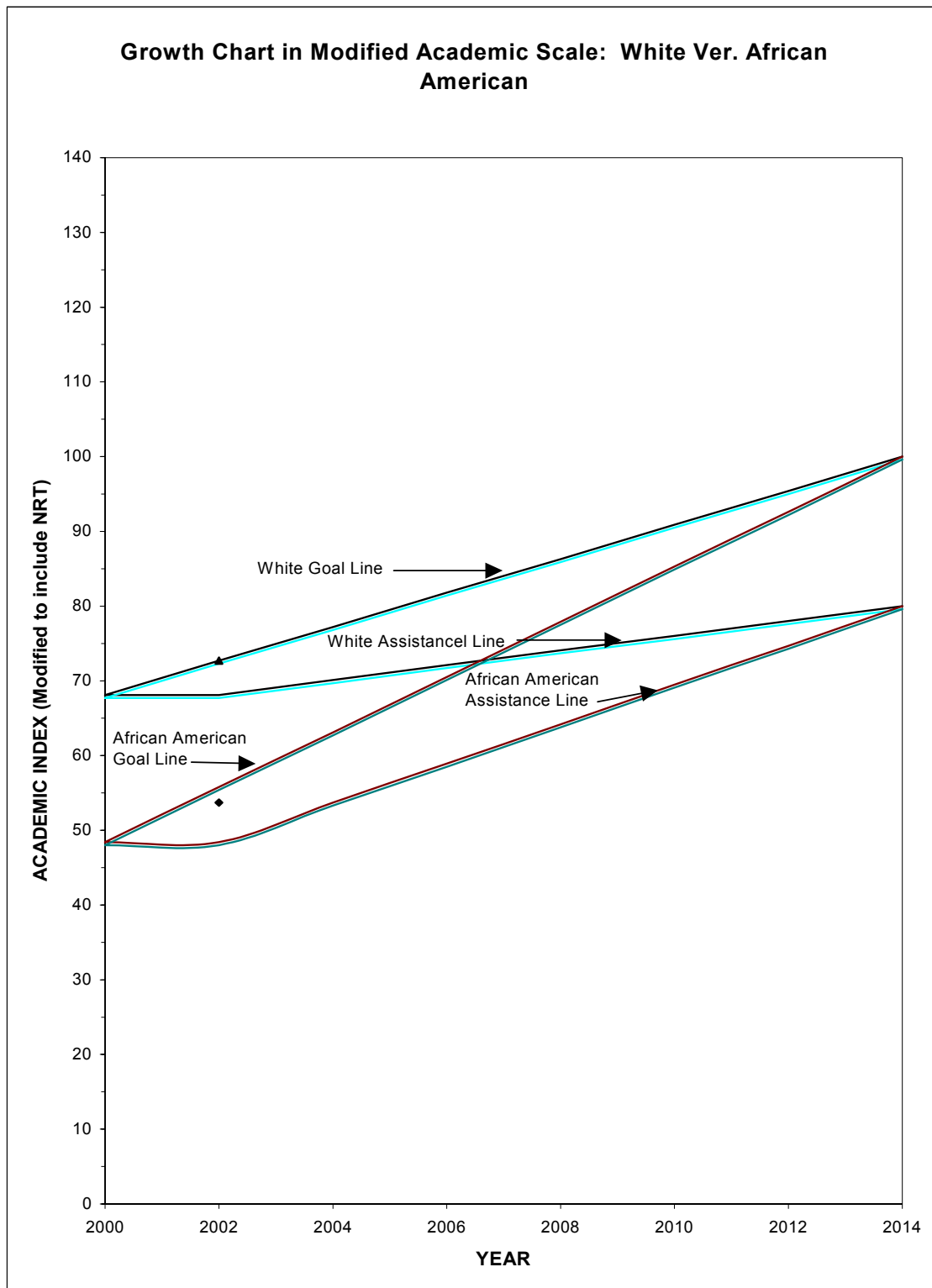


Figure 7: White / African-American Growth Chart – Elementary

6. A State's definition of AYP is based primarily on the State's academic assessments.²⁶

- Decisions about school and LEA progress must be primarily determined by achievement on academic assessments.

²⁶ Section 1111(b)(2)(C)(iv).

7. A State's Definition of AYP Includes Graduation Rates for high schools and an additional indicator selected by the State for middle and elementary schools (such as attendance rates).²⁷

- Other academic indicators may be included in addition to these required indicators.
- These indicators may only have the effect of indicating a school did not make AYP. In other words, a State may use these indicators to identify a school for improvement, but they may not be used to prevent a school from being identified for improvement.

The NCLB requires that *graduation rate* be considered in holding secondary schools accountable. A component of Kentucky's secondary accountability model is *dropout rate* as defined consistent with the current National Center of Educational Statistics (NCES) definition. Kentucky could use this dropout data to meet this requirement. Nonacademic data are lagged one year in Kentucky's accountability index calculations: i.e. the 1998 dropout affects the 1999 accountability index calculation.

Kentucky has reviewed a graduation rate calculation procedure traditionally referred to in Kentucky as *holding power*.²⁸ This statistic was defined as the graduates of a particular year expressed as a percent of the fall 9th grade enrollment of the corresponding 9th grade class four years earlier. This statistic can be confounded by at least two factors: 1) in-district/out-of-district migration; and 2) students retained in the 9th grade. While it is difficult to estimate the impact of migration, one might look at the difference in this statistic using the 9th grade and the 8th grade enrollment as the denominator in the calculations. This might estimate at the state level, the impact of 9th grade retentions on this calculation if the in/out migration is thought to be equal.

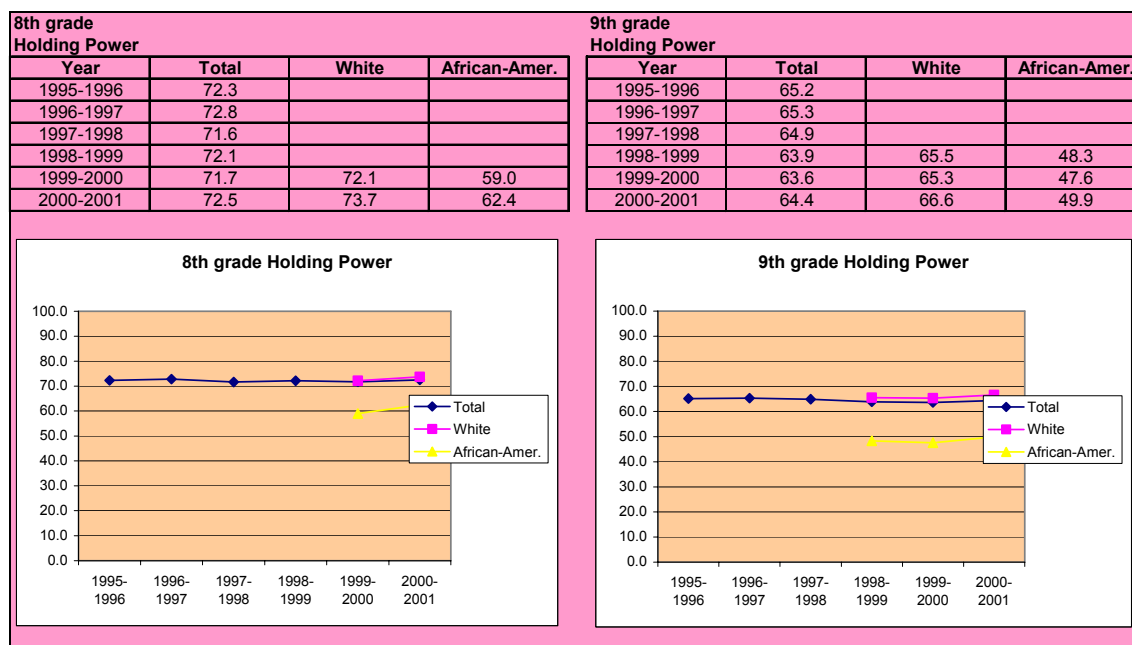


Figure 8 Illustration of Impact of Holding Power and 8th and 9th Grade Denominators

²⁷ Section 1111(b)(2)(c)(vi).

²⁸ This statistic has been "down-played" since Kentucky adopted the NCES dropout rate calculation procedure in 1992.

From data elements in the **Common Core of Data** (CCD) collected by the National Center of Educational Statistics, it is possible to calculate annual four-year completion rates. Bose and Hoffman (1997) presented eight potential rates through which the CCD data can be used to give an estimate of high school completion. They compared each of these rates against a cohort rate (obtained by following a cohort of students entering high school) and suggested a four-year completion rate based on counts of high school completers and dropouts.

After review of these possible methods, the following expression shows the method of calculation using composite data at the state level. The four-year completion rate for 2002 for the state would be:

$$\text{Completion Rate} = \frac{2002 \text{ completers}}{(2002 \text{ completers} + 2002 \text{ gr. 12 dropouts} + 2001 \text{ gr. 11 dropouts} + 2000 \text{ gr. 10 dropouts} + 1999 \text{ gr. 9 dropouts})}$$

The number of completers is summed from the district level data in the CCD agency file. To compute the 2002 four-year completion rate, for example, the required data elements are: the counts of 2002 completers, the 2002 grade 12 dropouts, the 2001 grade 11 dropouts, the 2000 grade 10 dropouts, and the 1999 grade 9 dropouts. This method provides a good estimate of completions but requires data from four consecutive years.

Why did NCES choose this completion rate? In the late 1990s, NCES convened a group of states to explore whether a completion rate based upon data available through the CCD would be technically and practically feasible. Eight potential rates were identified from various state reporting systems that met these criteria. Two of the potential rates that were tested involved students divided by completers (one being completers divided by 12th graders and the other being completers divided by the number of 9th graders 4 years ago). The 12th grade rate was found to be less than credible because many students who drop out do so before 12th grade. The 9th grade rate was considered to be biased by migration and retention “bulges” (i.e., membership in 9th grade is often greater than that in 8th or 10th grades because of students who repeat the 9th grade). The idea of the 9th grade rate was taken into consideration when developing the recommended rate used in this report. By including dropouts over a year period, this rate incorporates the idea of catching all those students who left in a 4-year period (as a true 9th grade cohort would also do). The rate is easy to explain to general audiences and easy to calculate using existing CCD data. It also does not penalize those districts that keep students in school even though it may take more than 4 years for them to complete a high school education.

Table 5: NCES High School Completer Rates for Kentucky

NCES - High School 4-Year Completion Rate									
	1993	1994	1995	1996	1997	1998	1999	2000	2001
Dropouts - 9th	2593	2563	2803	2838	2873	2638	2465	2532	2167
Dropouts - 10th	2547	2640	2820	2842	2717	2673	2502	2567	2490
Dropouts - 11th	2177	2521	2752	2561	2454	2620	2315	2447	2136
Dropouts - 12th	1855	1821	2056	2055	1971	2187	1922	1808	1812
Dropouts - Total	9172	9545	10431	10296	10015	10118	9204	9354	8605
Graduates	36360	35777	37588	36641	36993	37270	37179	36831	36957
NCES Completion Rate				78.5	78.9	78.4	78.6	79.2	79.7
NCES Dropout Rate (9-12)				5.5	5.3	5.3	5.0	5.1	4.8
NCES Dropout Rate (7-12)				3.9	3.7	3.8	3.4	3.5	3.2

It is believed that the above methodology is an approximate complement of the NCES dropout rate. Kentucky will produce data simulations for the purpose of determining the impact of replacing the use of the NCES dropout rate with the NCES completion rate calculation. The Department will review these simulations with the state's National Technical Advisory Panel for Assessment and Accountability to consider the feasibility of transitioning the "new" graduation rate into the state's accountability system.

8. AYP is based on separate reading/language arts and math achievement objectives.²⁹

- Each subgroup of students enrolled in schools and LEAs must meet annual objectives in reading/language arts and math for the school or LEA to make AYP.

²⁹ Section 1111(b)(2)(G)(i)

9. A State's accountability system is statistically valid and reliable. ³⁰

- In determining AYP, a State is not required to use disaggregated data when the number of students in a subgroup is (a) too small to yield statistically reliable information or (b) the results would reveal personally identifiable information.
- Each State determines a minimum size of a group, below which the results would not be statistically reliable for use in determining AYP. States make a reasonable determination of that number based on the technical specifications of their assessments.

³⁰ Section 1111(b)(2)(C)(ii)

10. In order for a school to make AYP, a State ensures that it assessed at least 95% of students in each subgroup enrolled.³¹

- Schools must report all student results by subgroup. The number of students in a subgroup must be of sufficient size to produce statistically reliable results for the 95% requirement to affect AYP. In other words, if the number of students in a subgroup is too small to produce statistically reliable results, the State need not, on the basis of the 95% requirement, identify the school as not making AYP, even if fewer than 95% of the students in that subgroup take the State's assessment.

³¹ Section 1111(b)(2)(I)(ii).

SD 3**Testing in Reading/Language Arts and Mathematics at Grades 3-8:**

In summary, at a special meeting on May 23, 2002, the National Technical Advisory Panel on Assessment and Accountability (NTAPAA) considered five possible models for meeting the NCLB requirement for testing in reading/language arts and mathematics at grades 3-8. The panel continued this discussion at its regularly scheduled June and September meetings. The Kentucky Board of Education reviewed this issue at its regularly scheduled meetings in June, August and October of 2002. NTAPAA prefers the use of an Augmented Norm-Referenced Test (NRT) to supplement Kentucky's standards-based assessment, and the Kentucky Board of Education supports this approach.

Kentucky Core Content Test and Augmented NRT Model

- The augmented CTBS would be administered in reading/language arts at grades 3, 5, 6 and 8, and in mathematics in grades 3, 4, 6 and 7. The Kentucky Core Content Tests (KCCT) Reading/language arts Assessment would continue to be administered in grades 4 and 7, and the KCCT Mathematics Assessment in grades 5 and 8.
- The CTBS would be augmented with KCCT-like and grade-appropriate open-response items to assure appropriate coverage of both the Kentucky core content and student performance standards. Depending on the content alignment of the NRT to Kentucky's Core Content for Assessment, it may be necessary to augment the NRT with a small number of multiple-choice items to facilitate year-to-year equating designs. A contractor could score these open-response items, but strategies to involve Kentucky teachers in the scoring will be developed and implemented.
- Kentucky would review the core content for assessment standards to build grade-specific reading/language arts and mathematics assessments designed to more closely support the desired curriculum at each grade level. The *grade-specific* Program of Studies will provide the specific guidance in applying the grade 4 reading/language arts core content for assessment to grades 3 and 5; the grade 7 reading/language arts core content for assessment to grades 6 and 8; the grade 5 mathematics core content for assessment to grades 3 and 4; and the grade 8 mathematics core content for assessment to grades 6 and 7.
- Although the Kentucky Core Content for Assessment is intended to be generalized to the elementary and middle school levels as well as the high school level, it is derived from the Kentucky Program of Studies, which is grade-specific. The Kentucky Program of Studies will be used in conjunction with the Kentucky Core Content for Assessment to produce grades 3-8 grade-specific reading/language arts and mathematics content standards.
- KCCT student performance standards in reading/language arts (grades 4 and 7) and KCCT student performance standards in mathematics (grades 5 and 8) will be interpolated to be applied specifically to other grades.
- Once grades 3, 4, 6 and 7 reading/language arts Novice/Apprentice/Proficient/Distinguished (N/A/P/D) and grades 3, 5, 6, and 8 mathematics N/A/P/D cut-points have been established,

teacher focus groups must establish instructional descriptions of each performance level at these grades using actual assessments that have been developed.

- Because the NRT is likely to be increasingly important in the future implementation of the NCLB adjustments, the NTAPAA Panel suggested that the Kentucky Department of Education consider using different forms of the NR, rotating as many as four different forms annually.

Implementation Plan – Kentucky Core Content Test and Augmented NRT

The following implementation plan complies with the “No Child Left Behind Act of 2001” requirements to assess reading/language arts and mathematics in grades 3-8 by school year 2005-2006 while continuing current assessments and expansions in such a way that instruction can be strengthened and all students can be provided the opportunity to reach proficiency. This plan (see Table 6) could be fully implemented by 2005-2006. Under ideal conditions, this enhanced program could be implemented in the spring of 2005, which would help meet Kentucky’s need for a longitudinal measure more quickly.

Table 6 ILLUSTRATION – NCLB Compliant Assessment Model

TABLE 6: ILLUSTRATION - ASSESSMENT PROGRAM FULLY IMPLEMENTED BY 2005-2006											
Grade	Augmented NRT - CTBS/5		Standards-Based - KCCT							Writing Portfolio	Alternate Portfolio
	Reading	Math	Reading	Math	Science	Social Studies	Writing	Arts & Humanities	Practical Living/Vocational Studies		
End of Primary (grade 3)	x	x									
4		x	x		x		x			x	x
5	x			x		x		x	x		
6	x	x									
7		x	x		x		x			x	
8	x			x		x		x	x		x
9	x*	x*									
10			x						x		
11				x	x	x		x			
12							x			x	x

* Augmentation not required

Because Kentucky began a school accountability process in 1990 with major revisions resulting from actions of the 1998 Kentucky General Assembly, and because the system has many of the same objectives as NCLB, the following timelines start with the 1998-1999 school year.

School Years 1998-1999 and 1999-2000:

- Revised the Kentucky Core Content for Assessment.
- Implemented the new Kentucky Core Content Test.
- Administered assessments as outlined in Table 3.

- Set baselines and biennial goals for all schools, including the content areas of reading/language arts and mathematics based on a biennial calculation.
- Included an NRT component in the school accountability process.

School Year 2000-2001:

- (CONTINUATION) Administered assessments as outlined in Table 3.
- 5th Grade Reading/language arts – Administered second pilot of the reading/language arts component of the 4th grade Kentucky Core Content Test to address School Year 1999-2000 Pilot 1 logistical concerns.
- Established student performance standards appropriate to the new Kentucky Core Content Test.

School Year 2001-2002:

- (CONTINUATION) Administered assessments as outlined in Table 3.
- 5th Grade Reading/language arts -- Expanded pilot of the reading/language arts component of the 4th grade Kentucky Core Content Test at the 5th grade to include a larger sample of students. (This program will be discontinued and replaced by the use of *augmented* CTBS/5 assessments.)

School Year 2002-2003:

- (CONTINUATION) Administered assessments as outlined in Table 3.
- LEP Assessment -- Implemented requirements for administering English proficiency assessments to LEP students. (For detail, see SD 6: Assessing Students with Limited English Proficiency.)
- Reviewed content of KCCT item pool to determine usability of current items in NRT augmentation.
- Develop multiple-choice items needed for year-to-year equating and open-response items needed to sufficiently cover standards (content and performance standards).
- Develop additional items beyond those normally needed for KCCT test development to augment NRT.

Interpolating Empirical Student Performance Standards to Grades 3-8 in Reading/language arts and Mathematics: Kentucky is committed to providing assessment data in grades 3 through 8 to give teachers and parents a better understanding of each student's performance within the context of state performance expectations.

For NCLB accountability purposes, it will be important to identify the percent of students scoring at or above the Proficient point. NCLB seems to permit the application of content standards across multiple grade levels but does imply that student performance standards must be specific to each grade level and content area (reading/language arts and mathematics - grades 3-8).

It would be physically and fiscally impractical to set student performance standards at each grade level and in each content area. However, this task might be as simple as establishing a grade/content-specific *NRT Augmented* scale similar to that applied to the KCCT and interpolating the Proficient cutpoints to be applied at grades where empirical standards have not been set. These scales would need to be equated year-to-year, as are the KCCT scales. This process would make calculations based on data from the first year that the NRT augmented assessments are available for administration.

The following table offers an example of how this might be applied to data from the Spring 2000 assessment. The calculations are based on actual KCCT data for grades 4 and 7 in reading/language arts and grades 5 and 8 in mathematics. The expected percentages at the other grades are interpolated estimates. If 44% of the students at the 4th grade scored below the Proficient performance level in reading/language arts and 48% scored below the Proficient point in 7th grade reading/language arts, one might expect that a cutpoint that identified 45.33% of the students on an NRT augmented scale at the 5th grade and 46.67% of the students at the 6th grade might place a student on track to perform at the Proficient point at the 7th grade.

READING SPRING 2000 DATA - Example of Interpolated Student Performance Standards							
	Grade 03 Cum.Perc. Scale Scr	Grade 04* Cum.Perc. Scale Scr	Grade 05 Cum.Perc. Scale Scr	Grade 06 Cum.Perc. Scale Scr	Grade 07* Cum.Perc. Scale Scr	Grade 08 Cum.Perc. Scale Scr	Grade 10* Cum.Perc. Scale Scr
RD NN	0.00	0 325	0.00	0.00	0 325	0.00	1 325
RD NM	1.00	1 326-450	1.00	1.00	1 326-425	1.00	5 326-410
RD NH	17.67	17 451-513	16.33	15.67	15 426-476]	14.33	17 411-453
RD AL	28.33	28 514-522	27.67	27.33	27 477-487	26.67	37 454-481
RD AM	35.00	35 523-531	35.00	35.00	35 488-499	35.00	52 482-508
RD AH	42.67	44 532-540	45.33	46.67	48 500-510	49.33	71 509-436
RD P	97.00	96 541-600	95.00	94.00	93 511-580	92.00	92 537-583
RD D		101 601->			99 561->		99 584->
MATHEMATICS							
	Grade 03 Cum.Perc. Scale Scr	Grade 04 Cum.Perc. Scale Scr	Grade 05* Cum.Perc. Scale Scr	Grade 06 Cum.Perc. Scale Scr	Grade 07 Cum.Perc. Scale Scr	Grade 08* Cum.Perc. Scale Scr	Grade 11* Cum.Perc. Scale Scr
MA NN	1.00	1.00	1 325	1.00	1.00	1 325	3 325
MA NM	3.34	3.67	4 326-471	4.33	4.67	5 326-453	9 326-456
MA NH	41.66	40.33	39 472-545	37.67	36.33	35 454-517	42 457-522
MA AL	47.66	48.33	49 546-555	49.67	50.33	51 518-529	52 523-534
MA AM	58.00	59.00	60 556-564	61.00	62.00	63 530-542	63 535-545
MA AH	66.00	68.00	70 565-574	72.00	74.00	76 543-554	74 546-557
MA P	97.66	97.33	97 575-618	96.67	96.33	96 555-583	93 558-591
MA D			102 619->			102 584->	592->

* Empirical Standards

Figure 9 SAMPLE Interpolation of Grades 3-8 Standards

Content Alignment Analyses: Several content analyses of the current assessments are critical. The context for the content studies will be the Kentucky Core Content for Assessment and an additional dimension classifying items by cognitive complexity. These studies will be accomplished by assembling expert committees of teachers to judgmentally review and evaluate items on the CTBS/5. The purpose will not be to alter or change the content structure but to provide a context for understanding and using the relationships between the two assessments. While there would be no intent to modify the NRT content for purposes of producing CTBS/5 normative data, it would be necessary to augment the content of the NRT at grades where it is being used to meet the requirements of NCLB. It would also be necessary to place the additional items on the scale such that they can be used in reporting. Strategies to equate this augmented scale from year to year would need to be agreed upon.

School Year 2003-2004

- (CONTINUATION) Administer assessments as outlined in Table 3.
- Develop needed items for augmentation of NRT.
- Field test NRT augmentation items.
- Design augmented NRT Form(s) – single/multiple forms.
- Consider scaling and equating issues related to the augmentation of the NRT.

School Year 2004-2005

- (CONTINUATION) Administer assessments as outlined in Table 3.

- Continue item development and item field-testing.
- **First administration of augmented NRT Form(s).**

School Year 2005-2006

- Teacher focus groups establish instructional descriptors of Novice/Apprentice/Proficient/Distinguished performance levels in reading/language arts at grades 3, 5, 6 and 8, and in mathematics in grades 4, 5, 6 and 7.
- **Full Implementation of Assessment and Reporting Requirements of the “No Child Left Behind Act of 2001”**

SD 4**Policy Issues in the Implementation of Added Accountability Components****LONGITUDINAL COMPONENT POSSIBILITIES:**

- Determine the expected percent of Proficient/Distinguished students at grades 4-8 in reading/language arts and mathematics based on the performance of the same cohort of students in previous grades.
- If a school is in rewards (meets goal or progressing) based on the current model, add to the financial rewards if the school produces more than expected Proficient/Distinguished students.
- If a school is in rewards based on the current model, redirect some or all of the rewards to identified instructional needs if the school produces less than expected Proficient/Distinguished students.
- If a school is in an assistance category, adjust instructional interventions to meet identified needs.

SUBPOPULATION GAP REDUCTION POSSIBILITIES:

- Determine if school is at or above school/subpopulation-specific Assistance and/or Meets Goal points.
- If a school is in rewards (meets goal or progressing) based on the current model and meets or exceeds school/subpopulation Assistance/Meets Goal points, add to the financial rewards if the school meets gap-reduction objectives.
- If a school is in rewards based on the current model, redirect some or all of the rewards to identified instructional needs of a particular subpopulation if the school fails to meet or exceed school/subpopulation Assistance/Meets Goal points.
- If a school is in an assistance category, adjust instructional interventions to meet identified needs of specific subpopulation(s).

School Year 2002-2003 & School Year 2003-2004

- Review current district accountability model for consistency with NCLB accountability expectations.
- Develop alternatives to incorporate policies that adjust the distribution of rewards and appropriate targeted assistance based on:
 - Longitudinal data in reading/language arts and mathematics from grades 3 through 8;
 - Magnitude of gaps in performance in reading/language arts and mathematics from grades 3 through 8 and in grades 10 through 12 between –
 - Racial/ethnic groups (minority/majority subpopulation differences);
 - Limited English Proficient and Non-Limited English Proficient students;
 - Students with disabilities and students without disabilities (Students with disabilities may not include “504” students. Kentucky has traditionally included both groups of students eligible for services available under the Individuals with Disabilities Act and Section 504 ...); and
 - Students eligible for free and reduced lunch and those not eligible for such services.

- Analyze and evaluate data modeling alternatives related to the above policy options.
- Review data and implications of data on policy options with legally identified advisory processes and by the public at large.
- Select the options to be incorporated into Kentucky's accountability model needed to become fully compliant with the requirements of "No Child Left Behind Act of 2001."
- Present Kentucky Board of Education with policy options.
- Kentucky Board of Education review and approval.

SD 5

NAEP Participation Requirements and Implications

Beginning with the 2002-2003 school year, local education agencies (LEAs) will have to participate in the administration of the state NAEP assessments of reading/language arts and mathematics if selected as part of the state sample. These are expected to be limited to grades 4 and 8 although there does seem to be authority to administer some state assessments at the 12th grade pending availability of funds. It is not specified that a state would have to participate in such 12th grade assessments.

“(2) the State will, beginning in school year 2002–2003, participate in biennial State academic assessments of 4th and 8th grade reading/language arts and mathematics under the National Assessment of Educational Progress carried out under section 411(b)(2) of the National Education Statistics Act of 1994 if the Secretary pays the costs of administering such assessments; ...

“(F) an assurance that the local educational agency will participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading/language arts and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994; – **(NCLB 2001: Section 1111(c))**

“(F) an assurance that the local educational agency will participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading/language arts and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994; – **(NCLB 2001: Section 1112(b))(1))**

“(d) PARTICIPATION.—

“(1) VOLUNTARY PARTICIPATION.—Participation in any assessment authorized under this section shall be voluntary for students, schools, and local educational agencies.

“(2) STUDENT PARTICIPATION.—Parents of children selected to participate in any assessment authorized under this section shall be informed before the administration of any authorized assessment, that their child may be excused from participation for any reason, is not required to finish any authorized assessment, and is not required to answer any test question.

“(3) STATE PARTICIPATION.—

“(A) VOLUNTARY.—Participation in assessments authorized under this section, other than reading/language arts and mathematics in grades 4 and 8, shall be voluntary.

“(B) AGREEMENT.—For reading/language arts and mathematics assessments in grades 4 and 8, the Secretary shall enter into an agreement with any State carrying out an assessment for the State under this section. Each such agreement shall contain provisions designed to ensure that the State will participate in the assessment. – **(NCLB 2001: Section 602 - AMENDMENT TO THE NATIONAL EDUCATION STATISTICS ACT OF 1994)**

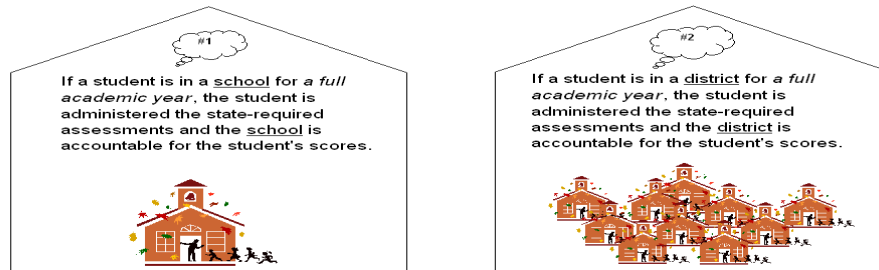
The Kentucky Department of Education and the Kentucky Board of Education must consider policies related to requiring schools selected to participate in the NAEP sample. Current policies established by the National Assessment Governing Board (NAGB) require participation by at least 85% of the schools originally selected from a state. This requirement is intended to assure that state NAEP data are based on a state-representative sample of schools. Comparable schools must replace others that may not be able to participate. While it is clearly stated in federal statute that states will not be rewarded or punished based on state NAEP, NAEP data will be a component considered in the *validation* of the results of state assessments (both at a single point in time and changes over time). Both the educational community and the public at large will use NAEP in this way. It will be most important to understand the relationships between the NAEP curriculum frameworks and Kentucky's Core Content for Assessment. NAEP will become a more visible assessment component at the national and state levels. There are also sets of NAEP-released items and instructional support that might be applicable to Kentucky's efforts when this relationship is more fully understood.

SD 6**School Accountability Relating to Limited English Proficient Students**

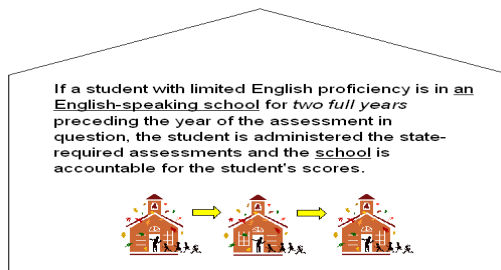
The following diagrams describe a means of integrating the requirements of the “No Child Left Behind Act of 2001” as it pertains to assessment in academic content and accountability for LEP students and Kentucky’s current policy of including all students. In addressing the requirements of the reauthorization of Elementary and Secondary Education Act (ESEA) of 1994, Kentucky received a waiver from the exact requirements of the 1994 act as it related to accountability for LEP students while the differences in federal and Kentucky inclusion policies could be negotiated. After consideration of these differences, the conditions of this waiver were agreed to through the spring of 2002, allowing Kentucky to permit the exemption of LEP students who had not been in an English-speaking instructional program for two complete academic years. Both the 1994 reauthorization and the current reauthorization require schools to be accountable for students who have been in a school for a full academic year.

Inclusion of Students with Limited English Proficiency in the State-Required Assessment & Accountability Programs

Federal Legislation Requirements



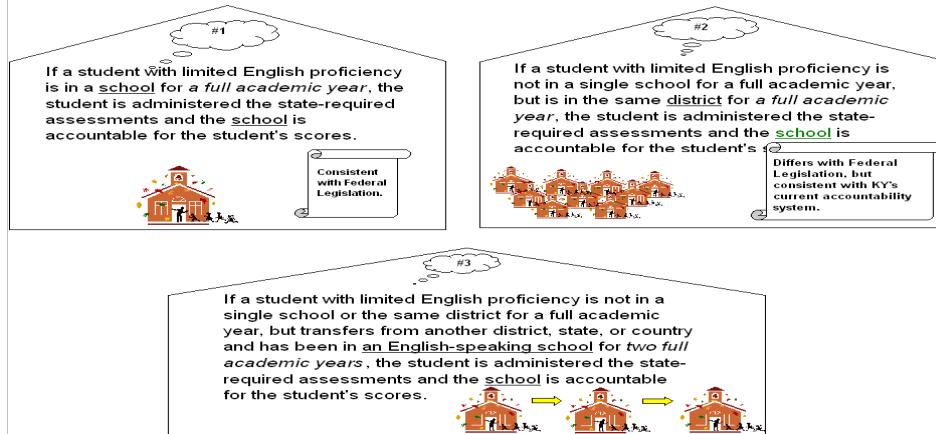
Kentucky's Current Practice



Two full years preceding the year of the assessment in question is defined as two full academic years prior to the year of the assessment in question.

Kentucky's Proposal

Define a full academic year as a full academic year prior to the year of the assessment in question.



Example of defining a full academic year as a full academic year prior to the year of the assessment in question.



Figure 10: Limited English Proficient Student Assessment/Accountability Decision Diagrams

NCLB seems to permit, where reasonable and feasible, the assessment of Limited English Proficient students in their primary language for up to three years, and an additional two years

on a case-by-case review.³² Current Kentucky policy permits the use of interpreters and scribes who may translate state-required assessments from English to the student's primary language and student responses from that language into English so long as this practice is consistent with the normal delivery of instruction and classroom assessment practices. These instructional and classroom assessment practices must be reviewed and approved by the principal.

The following amendment to 703 KAR 5:070 and incorporated documents have been approved by the Kentucky Board of Education and by the legislative review process.

Each school shall assess and be held accountable for all students with limited English proficiency who are enrolled in the school on the first day of the testing window and have been in the same school or district for one (1) full academic year³³⁻³⁴ prior to the year of the assessment in question, or in an English-speaking school for two (2) full academic years prior to the year of the assessment in question.

School personnel shall determine, based on an assessment of English language proficiency, the student's Program Services Plan, and the normal on-going delivery of instructional services whether students enrolled in the same school or district for less than one (1) full academic year prior to the year of the assessment in question, or an English-speaking school for less than two (2) full academic years prior to the year of the assessment in question shall participate in the state-required Assessment and Accountability Programs. If time has not permitted school personnel to administer an assessment of English language proficiency to a student with limited English proficiency who has been enrolled in the same school or district for less than one (1) full academic year prior to the year of the assessment in question, or an English-speaking school for less than two (2) full academic years prior to the year of the assessment in question, the school may exempt the student based on professional judgment.

NCLB also requires accountability for increasing proficient English performance of LEP students (Title III). Baselines for this accountability component must be established in the 2002-2003 school year. Performance on the academic assessment must be monitored for LEP students for up to two years after students are no longer receiving LEP services.

For the 2002-2003 school year, the Kentucky Department of Education will identify and make available to local education agencies (LEAs) a list of the major English Language Proficiency Assessments recognized from the field. LEAs will select and administer one of the tests to students identified as limited English proficient.

Through appropriate advisory procedures, the Kentucky Department of Education will review each of the major English Language Proficiency Assessments recognized from the field to determine how well each assessment measures Kentucky's expectations of speaking, listening, reading/language arts and writing. This review will be done in the context of Kentucky's content standards in the areas of reading/language arts and mathematics. From this review process, it will be determined if one of the existing assessments (with or without augmentation) meets Kentucky's needs, or whether Kentucky must develop a new test to assess students with limited English proficiency.

³² This may be extended an additional two years if the data from the assessment of English proficiency indicates a continued need for language accommodations.

³³ **School Year**--The 12-month period of time denoting the beginning and ending dates for school accounting purposes, usually from July 1 through June 30. This sometimes is referred to as the "school fiscal year." -- (NCES Student Data Handbook 2000 -- <http://nces.ed.gov/pubs2000/studenthb/>)

³⁴ Academic year means the regular school year (as defined by State law, policy, or practice) and for which the State allocates funds under a covered program. -- <http://www.ed.gov/offices/OCFO/grants/edgar/part76h.html>

Once a single test has been approved, Kentucky will require LEAs to administer the approved test. Prior to the requirement of statewide administration of the approved test, Kentucky will establish student performance standards associated with the level deemed acceptable for students to engage in instruction without English language accommodations and therefore participate in state-required assessments without English language accommodations. Under this procedure, the requirements of a student's LEP Plan, with appropriate stakeholder involvement, will supersede any decision based solely on LEP test results regarding accommodations allowed on the Kentucky Core Content Tests.

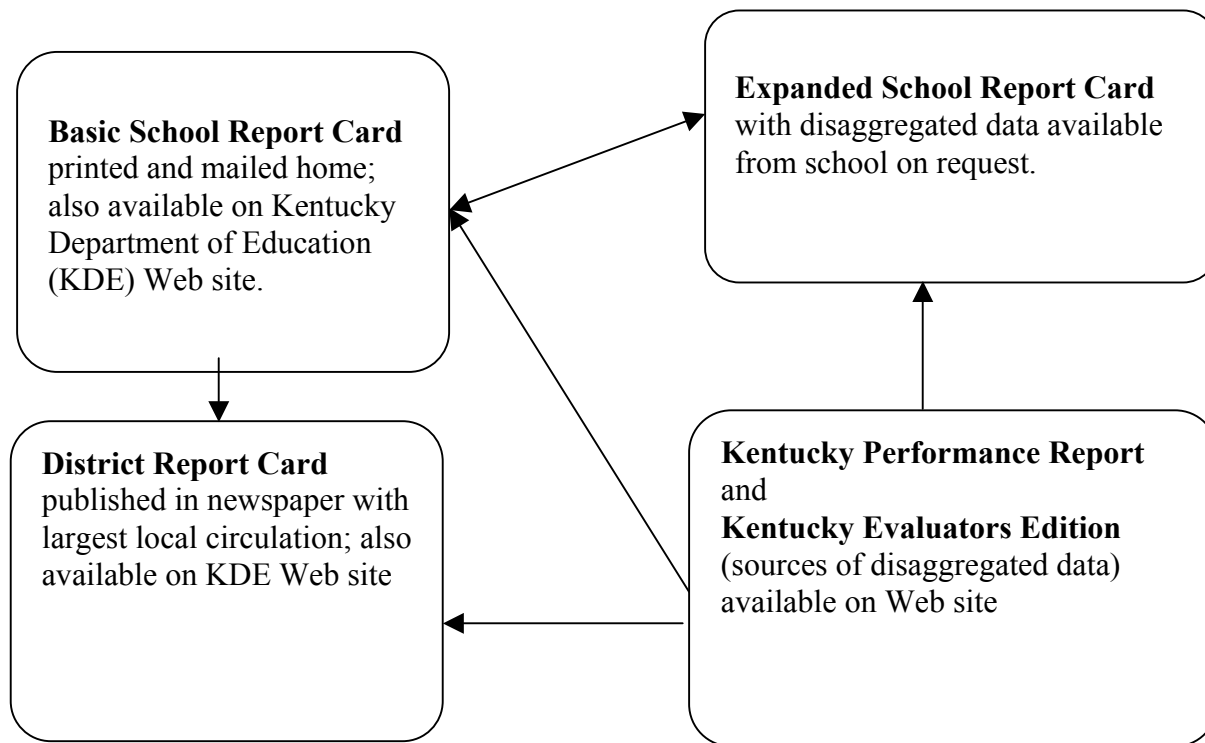
SD 7**School/District/State Report Cards**

Figure 11 Kentucky School/District Report Card and Related Data

A state report card paralleling the school and district report cards will be produced. Figure 16 diagrams the relationships among the major sources of publicly available data at the school/district/regional/state levels. The current requirements for Kentucky's report card system are specified in Kentucky Administrative Regulation 703 KAR 5:140 and an incorporated document.

The Basic School Report Card is a four-page document containing the essential data elements identified by parent groups and other focus groups. It is delivered to each parent in paper format in January. Parent focus groups were clear in their recommendation that this basic report card should be brief and to-the-point. The Basic Report Card's purpose is to provide an overview of the school and to encourage further interaction between parents and the school. Figure 16 emphasizes the interrelationship between the basic and expanded report cards and how both draw heavily from the assessment and Kentucky Department of Education financial reports, which are also public documents. The Kentucky Performance Report refers to a summary of school, district, regional and state data that is distributed to schools and districts 150 days after the beginning of each annual test administration and is typically available to the public two to three weeks later.

The Expanded School Report Card's purpose is to provide the detailed data or information (e.g., disaggregated student performance data) parents and community residents need to be

effectively involved in the improvement of schools. The Expanded School Card must be available for parent or public review at the same time the Basic School Report Card is available.

The District Report Card aggregates data from the Basic School Report Card and draws information from publicly available assessment reports. This District Report Card must be published in the newspaper of largest circulation within the district in February.

Additional Report Card Items Required by "No Child Left Behind Act of 2001":

- *Information, in the aggregate, on student achievement at each proficiency level on the state academic assessments, disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency and status as economically disadvantaged.* All information is available in the Kentucky Performance Report by mid-fall each year.
- *Information that provides a comparison between the actual achievement levels of each group of students and the state's annual measurable objectives for each such group of students on each of the academic assessments required.* This information is summarized on the Kentucky Performance Report.
- *The percentage of students not tested (disaggregated by the same categories).* By Kentucky regulation and practice, this percentage approaches zero, since the alternate portfolio program extends accountability to nearly all students exempted from regular assessment.
- *The most recent two-year trend in student achievement in each subject area for each grade level.* This information is available in the Kentucky Performance Report.
- *Aggregate information on any other indicators used by the state to determine the adequate yearly progress of students in achieving state academic achievement standards.* This information is available in the Kentucky Performance Report and on the Kentucky Department of Education Web site.
- *Graduation rates for secondary school students.* While Kentucky now reports dropout rates in the Kentucky Performance Report, graduation rates as defined by NCES will also be provided.
- *Information on the performance of local education agencies in the state regarding making adequate yearly progress, including the number and names of each school identified for school improvement.* This information is available in the Kentucky Performance Report and on the Kentucky Department of Education Web site.
- *The professional qualifications of teachers in the state, the percentage of such teachers teaching with emergency or provisional credentials, and the percentage of classes in the state not taught by highly qualified teachers, in the aggregate and disaggregated by high-poverty compared to low-poverty schools which means schools in the top quartile of poverty and the bottom quartile of poverty in the state.* Kentucky collects data identifying regularly certified teachers and teachers with emergency certification as well as teachers in and out of field. Presuming that "highly qualified educators" will be limited to regularly certified staff in field, these numbers should be available from the Kentucky Education Professional Standards Board.

Using the data available from the resources mentioned above, the Kentucky Department of Education will provide an acceptable state report card meeting NCLB requirements.

Sample school and district report cards are provided in the attachments.

Attachment A and C follow page 162.

ATTACHMENT D: APPLICATION OF “NO CHILD LEFT BEHIND ACT OF 2001” A.Y.P. AND STARTING-POINT CALCULATIONS USING KENTUCKY SPRING ASSESSMENT DATA – 1999-2002 (LITERAL INTERPRETATIONS)

Kentucky understands the literal interpretation of the NCLB language regarding the calculations of *starting points*, *adequate yearly progress (AYP)*, and *total population / subpopulation performance* measured against AYP goals. Kentucky has four years of consistent data (Kentucky Core Content Test data from the Spring 1999 – Spring 2002 assessments) on which to construct simulations based on that understanding.

The 20th percentile referenced in the simulations below was determined by ranking schools (either all or just schools at a particular level – elementary, middle, or high school) by the percent of students scoring Proficient/Distinguished and accumulating from the bottom of this distribution the “grade-level population” until 20% of the grade-level population was included. The percent Proficient/Distinguished associated with the school at this point in the rank-ordered distribution was considered the NCLB 20th percentile. This *starting point* has been calculated across all grade levels and by school level (elementary, middle and high) because recent published regulations allow some flexibility in this area. All comparisons of annual or biennial data against AYP goals have been made against the specific elementary school, middle school or high school AYP goals, not to those goals resulting from the aggregation of all three levels.

The simulations here treat all Kentucky school data as if all schools were organized in this way: Primary – Grade 5; Grade 6 – Grade 8; and Grade 9 – Grade 12. This is the dominant organizational pattern. (More than 100 Kentucky schools are organized Primary – Grade 8 and approximately 30 are organized Grade 7 – Grade 12. There are a smaller number of other unique organizational patterns.) Only schools not conforming to the dominant pattern are excluded in these simulations.

The question of statistical significance in the subpopulation analyses has not yet been addressed. **Therefore, these numbers referenced in the following simulations could look very different if adjustments for tests of statistical significance were agreed on and applied.** Subpopulations of fewer than 10 students in a school or subpopulations in which all students scored at the same performance level (Novice/ Apprentice/ Proficient/ Distinguished) have been suppressed in these simulations.

Table 7: NCLB Starting Points - % at or Above Proficient (Using Several Base Years)

STARTING POINT - 1999/ 2000

GRADE	RD_BASE	MA_BASE	SC_BASE	SS_BASE	AH_BASE	PL_BASE	WR_BASE
Elem.Sch.	45.26	18.69	22.39	26.79	6.47	34.40	9.87
Mdl.Sch.	41.34	15.46	19.57	17.94	23.61	28.02	5.03
High Sch.	16.64	15.65	18.29	14.02	10.69	38.60	13.69
ALL	25.22	16.45	19.67	17.83	10.06	33.07	7.81

STARTING POINT - 2000

GRADE	RD_BASE	MA_BASE	SC_BASE	SS_BASE	AH_BASE	PL_BASE	WR_BASE
Elem.Sch.	45.95	18.18	23.08	26.53	5.83	33.33	8.93
Mdl.Sch.	40.38	16.55	18.95	18.57	25.09	26.27	5.06
High Sch.	17.81	15.16	18.22	13.56	11.43	38.91	13.11
ALL	26.91	16.83	19.63	18.25	10.11	32.06	7.69

STARTING POINT - 2002

GRADE	RD_BASE	MA_BASE	SC_BASE	SS_BASE	AH_BASE	PL_BASE	WR_BASE
Elem.Sch.	47.50	22.73	27.27	29.17	6.90	36.36	12.12
Mdl.Sch.	45.60	16.51	22.39	21.38	26.57	25.32	6.02
High Sch.	19.26	19.84	21.66	19.29	21.11	39.38	18.28
ALL	28.91	19.15	23.56	22.39	12.73	32.18	10.00

Table 7 contains the resulting NCLB *starting points* by applying Kentucky Core Content Test data from the combined 1999 and 2000 data; just the 2000 data; and just the 2002 data. While NCLB requires only reading/language arts and mathematics and the following simulations are based on reading/language arts and mathematics, starting points for the other four content areas included in the Kentucky model are provided.

The following NCLB data simulations use data from the administration of the Kentucky Core Content Test in the springs of 1999 – 2002. *Starting points* were calculated by combining spring 1999 and Spring 2000 data (Reference Table 7). *Spring 2002 Goals* were calculated by:

- Aggregating the percent of students scoring at or above Proficient;
- Creating a three rank-ordered list of schools: elementary, middle and high schools using this percent;
- Defining a *starting point* at the point below which 20% of the students in the state perform in the base year (combined 1999 and 2000 data in this example). After rank-ordering the schools by percent at or above Proficient, the percent associated with the school with 20% of the state population was defined as the starting point. This number was always higher than the lowest performing subpopulation.
- Subtracting starting points from 100;
- Dividing this difference by 6 to establish *annual* required improvement; and
- Adding this amount to the starting point to establish the *Spring 2002 Goal*.

The data in the following tables are based on the assumption that the NCLB statutory model can be characterized as conjunctive. In order not to be a school in need of improvement, a school must:

- Meet its goal in reading/language arts AND meet its goal in mathematics.

If Kentucky were to consider the four other content areas currently in its state-designed accountability system, the above would be expanded to:

- Meet its goal in reading/language arts AND Meet its goal in mathematics
- AND meet its goal in science
- AND Meet its goal in social studies
- AND Meet its goal in arts and humanities
- AND Meet its goal in practical living/vocational studies

Above Goal performance in one content area cannot compensate for *Below Goal* performance in another or cannot compensate for the performance of NCLB-identified subpopulations.

Table 8: Comparison of Kentucky's CATS School Classifications with NCLB AYP Designation – Elementary Schools

ELEMENTARY SCHOOLS	Did not make NCLB AYP					Made NCLB AYP	Total
	**	*N	NN	NY	YN	YY	
MEET GOAL	2	1	188	25	74	95	385
MEET GOAL / NOVICE	0	0	8	1	2	5	16
PROGRESS	0	0	53	4	9	0	66
DECL NOV	0	0	31	3	7	4	45
PROG DECL	0	0	1	0	1	0	2
PROG NOV	0	2	86	2	11	6	107
ASSIST 1	0	0	13	1	5	1	20
ASSIST 2	0	0	16	0	1	0	17
ASSIST 3	0	0	17	0	0	0	17
Total	2	3	413	36	110	111	675

** - Less than 10 students in all subpopulations and in total population.

*N - Less than 10 students in reading and did not make AYP in mathematics.

NN - Did not make AYP in reading or mathematics.

NY - Did not make AYP in reading but did in mathematics.

YN - Did make AYP in reading but did not in mathematics.

YY - Make AYP in both reading and mathematics.

Considering only elementary schools and starting points and goals calculated on elementary school reading/language arts and mathematics data, 111 of 675 elementary schools would have met their 2002 goal. Prior to accounting for subpopulation data in a conjunctive manner, this number was 298.

Table 9: Comparison of Kentucky's CATS School Classifications with NCLB AYP Designation - Middle Schools

MIDDLE SCHOOLS	Did not make NCLB AYP							Made NCLB AYP	Total
	*N	*Y	N*	NN	NY	Y*	YN	YY	
MEET GOAL	0	0	1	81	2	2	16	7	109
MEET GOAL / DROP	0	0	0	2	0	0	0	0	2
MEET GOAL / NOVICE	1	0	0	1	0	0	0	2	4
PROGRESS	0	0	0	53	2	0	2	0	57
PROGRESS DECL NOV	0	0	0	11	1	0	0	0	12
PROGRESS DROPOUT/NOV	0	0	0	1	0	0	0	0	1
PROGRESS / NOVICE	0	1	0	89	1	0	3	2	96
ASSIST 1	0	0	0	5	0	0	0	0	5
ASSIST 2	0	0	0	8	0	0	0	0	8
ASSIST 3	1	0	0	7	0	0	0	0	8
Total	2	1	1	258	6	2	21	11	302

*N - Less than 10 students in reading and did not make AYP in mathematics.

*Y - Less than 10 students in reading and did make AYP in mathematics.

N* - Made AYP in reading and less mathematics.

NN - Did not make AYP in reading or mathematics.

NY - Did not make AYP in reading but did in mathematics.

Y* - Did make AYP in reading, but had less than 10 students in mathematics.

YN - Did make AYP in reading but did not in mathematics.

YY - Make AYP in both reading and mathematics.

Considering only middle schools and starting points and goals calculated on middle school reading/language arts and mathematics data, 11 of 302 middle schools would have met their 2002 goal. Prior to accounting for subpopulation data in a conjunctive manner, this number was 93.

Table 10: Comparison of Kentucky's CATS School Classifications with NCLB AYP Designation - High Schools

HIGH SCHOOLS	Did not make NCLB AYP					Made NCLB AYP	Total
	**	*N	NN	NY	YN	YY	
MEET GOAL	0	0	46	5	3	4	58
MEET GOAL / DROP	0	0	11	0	0	0	11
MEET GOAL / NOVICE	0	0	2	0	0	0	2
PROGRESS	0	0	31	0	0	1	32
PROGRESS DECL NOV	0	0	9	0	0	0	9
PROG D/N	0	0	23	0	0	0	23
PROG DROP	0	0	12	0	0	0	12
PROG NOV	0	0	65	1	0	1	67
ASSIST 1	0	0	2	1	0	0	3
ASSIST 2	0	0	6	0	0	0	6
ASSIST 3	0	0	3	0	0	0	3
Total	0	0	210	7	3	6	226

** - Less than 10 students in all subpopulations and in total population.

*N - Less than 10 students in reading and did not make AYP in mathematics.

NN - Did not make AYP in reading or mathematics.

NY - Did not make AYP in reading but did in mathematics.

YN - Did make AYP in reading but did not in mathematics.

YY - Make AYP in both reading and mathematics.

Considering only high schools and starting points and goals calculated on high school reading/language arts and mathematics data, 6 of 226 high schools would have met their 2002 goal. Prior to accounting for subpopulation data in a conjunctive manner, this number was 64.

The NCLB Model Applying the Apprentice Standard

The above might also be modeled treating the Apprentice Performance Level as Proficient. The only purpose of this exercise is to better understand the impact of where standards are set on the NCLB Accountability model. Kentucky has no intent to alter its current definition of Proficient performance in any content area.

Table 11: Comparison of Kentucky's CATS School Classifications with NCLB AYP Designation - Elementary Schools - (DEMONSTRATION of Apprentice Standard)

ELEMENTARY SCHOOLS	Did not make NCLB AYP						Made NCLB AYP	Total
	**	*N	*Y	NN	NY	YN	YY	
MEET GOAL	2	0	1	114	45	61	162	385
MEET GOAL / NOVICE	0	0	0	5	2	2	7	16
PROGRESS	0	0	0	36	10	8	12	66
DECL NOV	0	0	0	20	5	7	13	45
PROG DECL	0	0	0	0	1	1	0	2
PROG NOV	0	1	1	66	13	15	11	107
ASSIST 1	0	0	0	8	3	5	4	20
ASSIST 2	0	0	0	13	3	1	0	17
ASSIST 3	0	0	0	17	0	0	0	17
Total	2	1	2	279	82	100	209	675

** - Less than 10 students in all subpopulations and in total population.

*N - Less than 10 students in reading and did not make AYP in mathematics.

*Y - Less than 10 students in reading and did make AYP in mathematics.

NN - Did not make AYP in reading or mathematics.

NY - Did not make AYP in reading but did in mathematics.

YN - Did make AYP in reading but did not in mathematics.

YY - Make AYP in both reading and mathematics.

Table 12: Comparison of Kentucky's CATS School Classifications with NCLB AYP Designation - Middle Schools - (DEMONSTRATION of Apprentice Standard)

MIDDLE SCHOOLS	Did not make NCLB AYP							Made NCLB AYP	Total
	*N	*Y	N*	NN	NY	Y*	YN	YY	
MEET GOAL	0	0	---	56	6	3	20	24	109
MEET GOAL / DROP	0	0	---	2	0	0	0	0	2
MEET GOAL / NOVICE	1	0	---	0	0	0	1	2	4
PROGRESS	0	0	---	41	4	0	10	2	57
PROGRESS DECL NOV	0	0	---	10	2	0	0	0	12
PROGRESS DROPOUT/ NOV	0	0	---	0	0	0	1	0	1
PROGRESS / NOVICE	0	1	---	75	4	0	10	6	96
ASSIST 1	0	0	---	4	0	0	1	0	5
ASSIST 2	0	0	---	6	0	0	1	1	8
ASSIST 3	1	0	---	7	0	0	0	0	8
Total	2	1	---	201	16	3	44	35	302

*N - Less than 10 students in reading and did not make AYP in mathematics.

*Y - Less than 10 students in reading and did make AYP in mathematics.

N* - Made AYP in reading and less mathematics.

NN - Did not make AYP in reading or mathematics.

NY - Did not make AYP in reading but did in mathematics.

Y* - Did make AYP in reading, but had less than 10 students in mathematics.

YN - Did make AYP in reading but did not in mathematics.

YY - Make AYP in both reading and mathematics.

Table 13: Comparison of Kentucky's CATS School Classifications with NCLB AYP Designation - High Schools - (DEMONSTRATION of Apprentice Standard)

HIGH SCHOOLS	Did not make NCLB AYP						Made NCLB AYP	Total
	*N	*Y	NN	NY	Y*	YN	YY	
MEET GOAL			36	6		5	11	58
MEET GOAL / DROP			10	0		1	0	11
MEET GOAL / NOVICE			1	0		0	1	2
PROGRESS			26	1		1	4	32
PROGRESS DECL NOV			8	1		0	0	9
PROG D/N			20	1		2	0	23
PROG DROP			11	1		0	0	12
PROG NOV			56	4		5	2	67
ASSIST 1			1	2		0	0	3
ASSIST 2			5	0		1	0	6
ASSIST 3			3	0		0	0	3
Total	0	0	177	16		15	18	226

*N - Less than 10 students in reading and did not make AYP in mathematics.

*Y - Less than 10 students in reading and did make AYP in mathematics.

NN - Did not make AYP in reading or mathematics.

NY - Did not make AYP in reading but did in mathematics.

YN - Did make AYP in reading but did not in mathematics.

YY - Make AYP in both reading and mathematics.

Attachment E: Letter and Guidance Documents From Education Secretary Rod Paige

July 24, 2002

Dear Colleague:

I would like to thank you for the work you are doing to improve the achievement of all students. The *No Child Left Behind Act* (NCLBA) significantly raises expectations for States, local educational agencies and schools in that all students are expected to meet or exceed State standards in reading/language arts and in math within 12 years. It also provides a significant increase in resources to assist States in meeting these new expectations. This bipartisan Act is intended to build upon and enhance accountability systems that States have been developing since, or prior to, the 1994 reauthorization of the Elementary and Secondary Education Act (ESEA). I would like to applaud the efforts States have made to develop and implement high quality accountability systems based on challenging standards and assessments and high expectations for students. Working together, we can ensure that all students succeed and that the achievement gap is closed, once and for all.

Accountability is central to the success of the *No Child Left Behind Act*: States need to set high standards for improving academic achievement in order to improve the quality of education for all students. Under the NCLBA, each State establishes a definition of "adequate yearly progress" (AYP) to use each year to determine the achievement of each school district and school. The new definition of AYP is diagnostic in nature, and intended to highlight where schools need improvement and should focus their resources. The statute gives States and local educational agencies significant flexibility in how they direct resources and tailor interventions to the needs of individual schools identified for improvement. Under the NCLBA, schools are held accountable for the achievement of all students, not just average student performance. Ensuring that schools are held accountable for all students' meeting State standards represents the core of the bipartisan Act's goal of ensuring that no child is left behind.

The purpose of the statute, for both assessments and accountability, is to build on high quality accountability systems that States already have in place, not to require every State to start from scratch. Therefore, I want to assure you that the Department will work with States so that they have the tools they need to implement definitions of AYP that meet the requirements of the statute and maintain high standards.

States are to identify for improvement any Title I school that does not meet the State's definition of adequate yearly progress for two consecutive years. However, it is important to underscore the flexibility granted by the statute to State and local educational agencies to direct resources and tailor interventions to the needs of individual schools. For example, the statute gives States and LEAs flexibility in how they can direct Title I school improvement funds to schools that need the most improvement. It also provides a list of consequences under "school improvement," "corrective action" and "restructuring" that allow States to take a range of actions. For example, under "corrective action" the options range from more limited consequences such as hiring an outside expert to advise a school on how to make adequate yearly progress, to more significant measures such as replacing school staff or restructuring the internal organization of a school (*see attached chart*).

States are free to build on the statutory requirements and to develop differentiated responses based on the degree to which a school has not made AYP. The law does not prescribe how States must officially designate schools that do not meet AYP requirements.

For example, a State could develop categories based on the number of subgroups that make AYP:

1. All groups of students meet AYP goals.
2. All but one or two subgroups meet AYP goals.
3. All but one or two subgroups, and the school as a whole, do not meet AYP goals.
4. No group of students meets AYP goals.

AYP should be used to target the unique needs of schools to improve student achievement. It does not necessitate a “one size fits all” response without regard to how well a school is doing overall. However, any Title I school in which any group of students fails to meet the AYP goal must be identified as in need of improvement, and all such schools that are identified are subject to the timeline for improvement required under Section 1116. Regardless of the degree to which a school is not making AYP, an LEA must take actions to address the needs of the school and improve achievement, provide public school choice for all students in any school that is identified for improvement, and provide supplemental education services for eligible students in schools that continue to not make AYP, as required under Section 1116.

It should be noted that the statute permits schools that do not meet a statewide proficiency goal to also make AYP if, in the subgroup that does not meet this bar, there was at least a ten percent reduction from the previous year in the percentage of students who are not proficient and that subgroup made progress on the other state-designated academic indicator. For example, if the percentage of disadvantaged students not proficient in reading/language arts decreases from 70 percent to 63 percent the following year, that group has made sufficient progress.

The Department will issue proposed regulations that address in detail the requirements for State accountability systems. The purpose of this letter is to clarify the process for reviewing and approving State definitions of AYP and to provide you with additional guidance by highlighting criteria that will be used in this process.

GUIDANCE ON AYP CRITERIA AND THE PEER REVIEW PROCESS

States will be required to submit their definitions of AYP for review at the beginning of 2003, although those States applying for State Flex³⁵ will have to submit definitions for approval this fall. In order to ensure that States can move expeditiously to implement their new definitions of AYP, States can submit the plans for review this fall even if they are not applying for State Flex. The Department will provide additional AYP guidance and more details about the requirements of the review process. All definitions will be peer reviewed, as required by the statute, by a panel that includes representatives of parents, teachers, State educational agencies and local educational agencies. Peer review panelists will make recommendations as to how well each proposed definition meets the requirements of the statute. Approaches to meeting the statutory requirements that are at least as rigorous as the requirements of the statute and the regulations will be considered, provided that a State demonstrates that its system meets the following criteria:

11. **A single statewide accountability system applied to *all* public schools and LEAs.**³⁶
 - “All schools and LEAs” includes Title I and non-Title I schools and LEAs.
 - Student assessments are administered and the accountability system is applied in the same manner for all schools, regardless of receipt of Title I funds.³⁷
12. ***All* public school students are included in the State accountability system.**³⁸
 - A student attending the same school for a “full academic year” must be included when determining if a school has made AYP.
 - A student that attends more than one school in a district during the school year is only included in determining if a district has made AYP.
 - All student results are included in the school level report card.
13. **A State’s definition of AYP is based on expectations for growth in student achievement that is continuous and substantial, such that all students are proficient in reading/language arts and math no later than 2013-2014.**³⁹
 - Accountability systems must establish proficiency goals statewide, based on assessment data from the 2001-02 school year, that progressively increase to reflect 100 percent proficiency for all students by 2013-14.

³⁵ The NCLBA enacted significant new flexibility options for State and local school districts. The State Flexibility Demonstration Program allows States to receive additional flexibility in exchange for increased accountability for achievement. For more information about the flexibility options in the NCLBA, please go to our web site at <http://www.ed.gov/flexibility/>.

³⁶ Sections 1111(b)(2)(A) and 1111(b)(2)(C)(i).

³⁷ Requirements for school improvement, corrective action and restructuring under Section 1116 only apply to schools receiving Title I funds.

³⁸ Sections 1111(b)(2)(A), 1111(b)(3)(C)(xi), 1111(b)(3)(C)(xi), and 1111(b)(3)(C)(xiii).

³⁹ Sections 1111(b)(2)(C)(iii), 1111(b)(2)(F), and 1111(b)(2)(H).

- These goals must increase at steady and consistent increments during the 12-year timeline, although not necessarily annually throughout the 12 years (i.e., States cannot establish goals that will require the most substantial progress toward the end of the 12-year timeline).
 - Increases in proficiency rates must occur for a school to make AYP. Progress in student achievement from the “below basic” to the “basic level” is not in and of itself sufficient to meet AYP requirements. However, States and LEAs are strongly encouraged to develop systems to recognize very low-performing schools that are making such improvement.
- 14. A State makes annual decisions about the achievement of all public schools and LEAs.⁴⁰**
- States may calculate AYP for a school using up to three consecutive years of data.
 - If a State chooses to average data over two or three years, it must still determine whether a school or district made AYP on an annual basis.
- 15. All public schools and LEAs are held accountable for the achievement of individual subgroups.⁴¹**
- Accountability decisions must be based on the achievement of each subgroup in the law, as well as overall achievement.
 - States must set separate, measurable annual objectives for each of these subgroups that ensure they meet the deadline to reach proficiency within 12 years.
 - Subgroups for accountability are major ethnic/racial groups, economically disadvantaged students, limited English proficient (LEP) students, and students with disabilities. The goals for each subgroup may be the same as long as each subgroup reaches 100 percent proficiency in 12 years.
- 16. A State’s definition of AYP is based primarily on the State’s academic assessments.⁴²**
- Decisions about school and LEA progress must be primarily determined by achievement on academic assessments.
- 17. A State’s definition of AYP includes graduation rates for high schools and an additional indicator selected by the State for middle and elementary schools (such as attendance rates).⁴³**
- Other academic indicators may be included in addition to these required indicators.
 - These indicators may only have the effect of indicating a school did not make AYP. In other words, a State may use these indicators to identify a school for improvement, but they may not be used to prevent a school from being identified for improvement.
- 18. AYP is based on separate reading/language arts and math achievement objectives.⁴⁴**
- Each subgroup of students enrolled in schools and LEAs must meet annual objectives in reading/language arts and math for the school or LEA to make AYP.
- 19. A State’s accountability system is statistically valid and reliable.⁴⁵**
- In determining AYP, a State is not required to use disaggregated data when the number of students in a subgroup is (a) too small to yield statistically reliable information or (b) the results would reveal personally identifiable information.

⁴⁰ Section 1111(b)(2)(J).

⁴¹ Sections 1111(b)(2)(C)(v), 1111(b)(2)(C)(v), and 1111(b)(2)(C)(v)(II).

⁴² Section 1111(b)(2)(C)(iv).

⁴³ Section 1111(b)(2)(c)(vi).

⁴⁴ Section 1111(b)(2)(G)(i).

⁴⁵ Section 1111(b)(2)(C)(ii).

- Each State determines a minimum size of a group, below which the results would not be statistically reliable for use in determining AYP. States make a reasonable determination of that number based on the technical specifications of their assessments.

20. In order for a school to make AYP, a State ensures that it assessed at least 95% of students in each subgroup enrolled.⁴⁶

- Schools must report all student results by subgroup. The number of students in a subgroup must be of sufficient size to produce statistically reliable results for the 95% requirement to affect AYP. In other words, if the number of students in a subgroup is too small to produce statistically reliable results, the State need not, on the basis of the 95% requirement, identify the school as not making AYP, even if fewer than 95% of the students in that subgroup take the State's assessment.

In general, the NCLBA sets the *minimum* requirements for statewide accountability systems. States should use these requirements to enhance their current systems. This letter is intended to amplify our proposed regulations and provide States with information necessary to be successful in the upcoming State accountability system peer review process. I encourage you to review and comment on our proposed regulations. Please know that my staff and I are available to work with you as we move forward. I look forward to our collaboration on implementing this most fundamental aspect of the NCLBA.

Sincerely,

Rod Paige

Enclosure

⁴⁶ Section 1111(b)(2)(I)(ii).

SCHOOL IMPROVEMENT OPTIONS

	<p>A school is identified for school improvement after it has not made AYP for two consecutive school years. A school moves to the next “step” or “year” in this chart if it continues to not make AYP.</p>
<p><i>School Improvement (Year One)</i></p>	<p>In general, schools identified for improvement must receive technical assistance that enables them to specifically address the academic achievement problem that caused the school to be identified for improvement. The LEA is required to provide technical assistance as the school develops and implements the plan, including specific assistance in analyzing assessment data, improving professional development, and improving resource allocation. In addition, the following must take place:</p> <p style="padding-left: 40px;">All students are offered public school choice.</p> <p style="padding-left: 40px;">Each school identified for improvement must develop or revise a two-year school improvement plan, in consultation with parents, school staff, the local educational agency, and other experts, for approval by the LEA. The plan must incorporate research-based strategies, a 10 percent set-aside of Title I funds for professional development, extended learning time as appropriate (including school day or year), strategies to promote effective parental involvement and mentoring for new teachers.</p>
<p><i>School Improvement, (Year Two)</i></p>	<p>Make available supplemental educational services to students from low-income families.</p> <p><i>In addition, the LEA continues to offer technical assistance to implement the new plan, and offer public school choice.</i></p>
<p><i>Corrective Action (Year Three)</i></p>	<p>Corrective Action requires an LEA to take actions likely to bring about meaningful change at the school. To accomplish this goal, LEAs are required to take at least one of the following corrective actions, depending on the needs of the individual school:</p> <p style="padding-left: 40px;">Replace school staff responsible for the continued failure to make AYP; Implement a new curriculum based on scientifically based research (including professional development); Significantly decrease management authority at the school level; Extend the school day or school year; Appoint an outside expert to advise the school on its progress toward making AYP in accordance with its school plan; OR Reorganize the school internally.</p> <p><i>In addition, the LEA continues to offer technical assistance, public school choice and supplemental educational services.</i></p>

<i>Restructuring (Year Four)</i>	<p>During the first year of restructuring, the LEA is required to prepare a plan and make necessary arrangements to carry out one of the following options:</p> <ul style="list-style-type: none">Reopen school as charter school.Replace principal and staff.Contract for private management company of demonstrated effectiveness.State takeover.Any other major restructuring of school governance. <p><i>In addition, the LEA continues to offer public school choice and supplemental educational services.</i></p>
Implemen tation of Restructuring (Year Five)	<p>Implement alternative governance plan no later than first day of school year following year four described above.</p>

Attachment F: Kentucky Assistance Model

The following summarizes the impact of using the criteria of each school at or above its Assistance Point on the Kentucky Growth Chart and each subpopulation having 10 to 30 students per grade at or above the school/subpopulation specific Assistance Point. The simulation is limited to schools containing just grades 3, 4 and 5 at the elementary; grades 6, 7 and 8 at the middle school; and grades 9, 10, 11 and 12 at the high school level. More-detailed two-way frequency tables contrasting the NCLB AYP determination against the 2002 Kentucky school performance judgment follows. Kentucky's 1999 –2002 data were used to generate the following simulations.

Simulation of Schools not Making AYP
Because of Subpopulation Performance
(Kentucky's Progressing/Meets Goal Model
(Simulation - N=10; 15; 20; 25; 30)

	Elem.Sch.	Midl.Sch	High Sch.
N=			
10	142	73	51
15	121	65	45
20	104	59	40
25	86	49	35
30	71	46	32

Disagg Growth Chart Compare to KDEACC 10:15 Tuesday, December 10, 2002 4
 Min Students: 10 (Meet Goal and Progress)

----- GD=05 -----

The FREQ Procedure

Table of CLSS by FLG

CLSS	FLG			
Frequency				
Percent				
Row Pct				
Col Pct	*	N	Y	Total
MEET GOAL	6	7	372	385
	0.89	1.04	55.11	57.04
	1.56	1.82	96.62	
	60.00	4.93	71.13	
NOVICE	1	0	15	16
	0.15	0.00	2.22	2.37
	6.25	0.00	93.75	
	10.00	0.00	2.87	
PROGRESS	0	17	49	66
	0.00	2.52	7.26	9.78
	0.00	25.76	74.24	
	0.00	11.97	9.37	
DECL NOV	1	33	11	45
	0.15	4.89	1.63	6.67
	2.22	73.33	24.44	
	10.00	23.24	2.10	
PROG DECL	0	2	0	2
	0.00	0.30	0.00	0.30
	0.00	100.00	0.00	
	0.00	1.41	0.00	
PROG NOV	2	29	76	107
	0.30	4.30	11.26	15.85
	1.87	27.10	71.03	
	20.00	20.42	14.53	
ASSIST 1	0	20	0	20
	0.00	2.96	0.00	2.96
	0.00	100.00	0.00	
	0.00	14.08	0.00	
ASSIST 2	0	17	0	17
	0.00	2.52	0.00	2.52
	0.00	100.00	0.00	
	0.00	11.97	0.00	
ASSIST 3	0	17	0	17
	0.00	2.52	0.00	2.52
	0.00	100.00	0.00	
	0.00	11.97	0.00	
Total	10	142	523	675
	1.48	21.04	77.48	100.00

Disaggregation Chart Compare to KDEACC
 Min Students: 10 (Meet Goal and Progress)

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GD=08

The FREQ Procedure

Table of CLSS by FLG

CLSS	FLG			
Frequency				
Percent				
Row Pct				
Col Pct	*	N	Y	Total
MEET GOAL	6	4	102	112
	1.95	1.30	33.12	36.36
	5.36	3.57	91.07	
	50.00	5.48	45.74	
DROP	0	0	2	2
	0.00	0.00	0.65	0.65
	0.00	0.00	100.00	
	0.00	0.00	0.90	
NOVICE	1	1	2	4
	0.32	0.32	0.65	1.30
	25.00	25.00	50.00	
	8.33	1.37	0.90	
PROGRESS	2	8	49	59
	0.65	2.60	15.91	19.16
	3.39	13.56	83.05	
	16.67	10.96	21.97	
DECL NOV	0	10	2	12
	0.00	3.25	0.65	3.90
	0.00	83.33	16.67	
	0.00	13.70	0.90	
PROG D/N	0	1	0	1
	0.00	0.32	0.00	0.32
	0.00	100.00	0.00	
	0.00	1.37	0.00	
PROG NOV	1	31	64	96
	0.32	10.06	20.78	31.17
	1.04	32.29	66.67	
	8.33	42.47	28.70	
ASSIST 1	0	5	0	5
	0.00	1.62	0.00	1.62
	0.00	100.00	0.00	
	0.00	6.85	0.00	
ASSIST 2	1	6	2	9
	0.32	1.95	0.65	2.92
	11.11	66.67	22.22	
	8.33	8.22	0.90	
ASSIST 3	1	7	0	8
	0.32	2.27	0.00	2.60
	12.50	87.50	0.00	
	8.33	9.59	0.00	
Total	12	73	223	308
	3.90	23.70	72.40	100.00

Disag Growth Chart Compare to KDEACC
Min Students: 10 (Meet Goal and Progress)

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GD=12

The FREQ Procedure

Table of CLSS by FLG

CLSS	FLG		
Frequency			
Percent			
Row Pct			
Col Pct	N	Y	Total
MEET GOAL	1	57	58
	0.44	25.22	25.66
	1.72	98.28	
	1.96	32.57	
DROP	0	11	11
	0.00	4.87	4.87
	0.00	100.00	
	0.00	6.29	
NOVICE	0	2	2
	0.00	0.88	0.88
	0.00	100.00	
	0.00	1.14	
PROGRESS	1	31	32
	0.44	13.72	14.16
	3.13	96.88	
	1.96	17.71	
DECL NOV	9	0	9
	3.98	0.00	3.98
	100.00	0.00	
	17.65	0.00	
PROG D/N	3	20	23
	1.33	8.85	10.18
	13.04	86.96	
	5.88	11.43	
PROG DROP	1	11	12
	0.44	4.87	5.31
	8.33	91.67	
	1.96	6.29	
PROG NOV	24	43	67
	10.62	19.03	29.65
	35.82	64.18	
	47.06	24.57	
ASSIST 1	3	0	3
	1.33	0.00	1.33
	100.00	0.00	
	5.88	0.00	
ASSIST 2	6	0	6
	2.65	0.00	2.65
	100.00	0.00	
	11.76	0.00	
ASSIST 3	3	0	3
	1.33	0.00	1.33
	100.00	0.00	
	5.88	0.00	
Total	51	175	226
	22.57	77.43	100.00

Disagg Growth Chart Compare to KDEACC
Min Students: 15 (Meet Goal and Progress)

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----- GD=05 -----

The FREQ Procedure

Table of CLSS by FLG

CLSS	FLG			
Frequency				
Percent				
Row Pct				
Col Pct	*	N	Y	Total
MEET GOAL	23	4	358	385
	3.41	0.59	53.04	57.04
	5.97	1.04	92.99	
	62.16	3.31	69.25	
NOVICE	2	0	14	16
	0.30	0.00	2.07	2.37
	12.50	0.00	87.50	
	5.41	0.00	2.71	
PROGRESS	0	15	51	66
	0.00	2.22	7.56	9.78
	0.00	22.73	77.27	
	0.00	12.40	9.86	
DECL NOV	4	26	15	45
	0.59	3.85	2.22	6.67
	8.89	57.78	33.33	
	10.81	21.49	2.90	
PROG DECL	0	1	1	2
	0.00	0.15	0.15	0.30
	0.00	50.00	50.00	
	0.00	0.83	0.19	
PROG NOV	4	26	77	107
	0.59	3.85	11.41	15.85
	3.74	24.30	71.96	
	10.81	21.49	14.89	
ASSIST 1	1	19	0	20
	0.15	2.81	0.00	2.96
	5.00	95.00	0.00	
	2.70	15.70	0.00	
ASSIST 2	1	16	0	17
	0.15	2.37	0.00	2.52
	5.88	94.12	0.00	
	2.70	13.22	0.00	
ASSIST 3	2	14	1	17
	0.30	2.07	0.15	2.52
	11.76	82.35	5.88	
	5.41	11.57	0.19	
Total	37	121	517	675
	5.48	17.93	76.59	100.00

Disag Growth Chart Compare to KDEACC
Min Students: 15 (Meet Goal and Progress)

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GD=08

The FREQ Procedure

Table of CLSS by FLG

CLSS	FLG			
Frequency				
Percent				
Row Pct				
Col Pct	*	N	Y	Total
MEET GOAL	11	2	99	112
	3.57	0.65	32.14	36.36
	9.82	1.79	88.39	
	55.00	3.08	44.39	
DROP	0	0	2	2
	0.00	0.00	0.65	0.65
	0.00	0.00	100.00	
	0.00	0.00	0.90	
NOVICE	1	0	3	4
	0.32	0.00	0.97	1.30
	25.00	0.00	75.00	
	5.00	0.00	1.35	
PROGRESS	2	6	51	59
	0.65	1.95	16.56	19.16
	3.39	10.17	86.44	
	10.00	9.23	22.87	
DECL NOV	0	9	3	12
	0.00	2.92	0.97	3.90
	0.00	75.00	25.00	
	0.00	13.85	1.35	
PROG D/N	0	1	0	1
	0.00	0.32	0.00	0.32
	0.00	100.00	0.00	
	0.00	1.54	0.00	
PROG NOV	4	29	63	96
	1.30	9.42	20.45	31.17
	4.17	30.21	65.63	
	20.00	44.62	28.25	
ASSIST 1	0	5	0	5
	0.00	1.62	0.00	1.62
	0.00	100.00	0.00	
	0.00	7.69	0.00	
ASSIST 2	1	6	2	9
	0.32	1.95	0.65	2.92
	11.11	66.67	22.22	
	5.00	9.23	0.90	
ASSIST 3	1	7	0	8
	0.32	2.27	0.00	2.60
	12.50	87.50	0.00	
	5.00	10.77	0.00	
Total	20	65	223	308
	6.49	21.10	72.40	100.00

Disag Growth Chart Compare to KDEACC
Min Students: 15 (Meet Goal and Progress)

10:15 Tuesday, December 10, 2002 9

GD=12

The FREQ Procedure

Table of CLSS by FLG

CLSS	FLG		
Frequency			
Percent			
Row Pct			
Col Pct	N	Y	Total
MEET GOAL	0	58	58
	0.00	25.66	25.66
	0.00	100.00	
	0.00	32.04	
DROP	0	11	11
	0.00	4.87	4.87
	0.00	100.00	
	0.00	6.08	
NOVICE	0	2	2
	0.00	0.88	0.88
	0.00	100.00	
	0.00	1.10	
PROGRESS	1	31	32
	0.44	13.72	14.16
	3.13	96.88	
	2.22	17.13	
DECL NOV	8	1	9
	3.54	0.44	3.98
	88.89	11.11	
	17.78	0.55	
PROG D/N	3	20	23
	1.33	8.85	10.18
	13.04	86.96	
	6.67	11.05	
PROG DROP	0	12	12
	0.00	5.31	5.31
	0.00	100.00	
	0.00	6.63	
PROG NOV	21	46	67
	9.29	20.35	29.65
	31.34	68.66	
	46.67	25.41	
ASSIST 1	3	0	3
	1.33	0.00	1.33
	100.00	0.00	
	6.67	0.00	
ASSIST 2	6	0	6
	2.65	0.00	2.65
	100.00	0.00	
	13.33	0.00	
ASSIST 3	3	0	3
	1.33	0.00	1.33
	100.00	0.00	
	6.67	0.00	
Total	45	181	226
	19.91	80.09	100.00

Disagg Growth Chart Compare to KDEACC
Min Students: 20 (Meet Goal and Progress)

10:15 Tuesday, December 10, 2002 10

----- GD=05 -----

The FREQ Procedure

Table of CLSS by FLG

CLSS	FLG			
Frequency				
Percent				
Row Pct				
Col Pct	*	N	Y	Total
MEET GOAL	58	2	325	385
	8.59	0.30	48.15	57.04
	15.06	0.52	84.42	
	64.44	1.92	67.57	
NOVICE	3	0	13	16
	0.44	0.00	1.93	2.37
	18.75	0.00	81.25	
	3.33	0.00	2.70	
PROGRESS	4	11	51	66
	0.59	1.63	7.56	9.78
	6.06	16.67	77.27	
	4.44	10.58	10.60	
DECL NOV	8	25	12	45
	1.19	3.70	1.78	6.67
	17.78	55.56	26.67	
	8.89	24.04	2.49	
PROG DECL	0	1	1	2
	0.00	0.15	0.15	0.30
	0.00	50.00	50.00	
	0.00	0.96	0.21	
PROG NOV	9	22	76	107
	1.33	3.26	11.26	15.85
	8.41	20.56	71.03	
	10.00	21.15	15.80	
ASSIST 1	2	18	0	20
	0.30	2.67	0.00	2.96
	10.00	90.00	0.00	
	2.22	17.31	0.00	
ASSIST 2	3	13	1	17
	0.44	1.93	0.15	2.52
	17.65	76.47	5.88	
	3.33	12.50	0.21	
ASSIST 3	3	12	2	17
	0.44	1.78	0.30	2.52
	17.65	70.59	11.76	
	3.33	11.54	0.42	
Total	90	104	481	675
	13.33	15.41	71.26	100.00

Disag Growth Chart Compare to KDEACC
Min Students: 20 (Meet Goal and Progress)

10:15 Tuesday, December 10, 2002 11

GD=08

The FREQ Procedure

Table of CLSS by FLG

CLSS	FLG			
Frequency				
Percent				
Row Pct				
Col Pct	*	N	Y	Total
MEET GOAL	17	2	93	112
	5.52	0.65	30.19	36.36
	15.18	1.79	83.04	
	54.84	3.39	42.66	
DROP	0	0	2	2
	0.00	0.00	0.65	0.65
	0.00	0.00	100.00	
	0.00	0.00	0.92	
NOVICE	1	0	3	4
	0.32	0.00	0.97	1.30
	25.00	0.00	75.00	
	3.23	0.00	1.38	
PROGRESS	4	5	50	59
	1.30	1.62	16.23	19.16
	6.78	8.47	84.75	
	12.90	8.47	22.94	
DECL NOV	0	9	3	12
	0.00	2.92	0.97	3.90
	0.00	75.00	25.00	
	0.00	15.25	1.38	
PROG D/N	0	1	0	1
	0.00	0.32	0.00	0.32
	0.00	100.00	0.00	
	0.00	1.69	0.00	
PROG NOV	6	24	66	96
	1.95	7.79	21.43	31.17
	6.25	25.00	68.75	
	19.35	40.68	30.28	
ASSIST 1	0	5	0	5
	0.00	1.62	0.00	1.62
	0.00	100.00	0.00	
	0.00	8.47	0.00	
ASSIST 2	2	6	1	9
	0.65	1.95	0.32	2.92
	22.22	66.67	11.11	
	6.45	10.17	0.46	
ASSIST 3	1	7	0	8
	0.32	2.27	0.00	2.60
	12.50	87.50	0.00	
	3.23	11.86	0.00	
Total	31	59	218	308
	10.06	19.16	70.78	100.00

Disag Growth Chart Compare to KDEACC
Min Students: 20 (Meet Goal and Progress)

10:15 Tuesday, December 10, 2002 12

GD=12

The FREQ Procedure

Table of CLSS by FLG

CLSS	FLG				
Frequency					
Percent					
Row Pct					
Col Pct	*	N	Y		Total
MEET GOAL	0	0	58		58
	0.00	0.00	25.66		25.66
	0.00	0.00	100.00		
	0.00	0.00	32.22		
DROP	0	0	11		11
	0.00	0.00	4.87		4.87
	0.00	0.00	100.00		
	0.00	0.00	6.11		
NOVICE	1	0	1		2
	0.44	0.00	0.44		0.88
	50.00	0.00	50.00		
	16.67	0.00	0.56		
PROGRESS	3	1	28		32
	1.33	0.44	12.39		14.16
	9.38	3.13	87.50		
	50.00	2.50	15.56		
DECL NOV	1	7	1		9
	0.44	3.10	0.44		3.98
	11.11	77.78	11.11		
	16.67	17.50	0.56		
PROG D/N	0	3	20		23
	0.00	1.33	8.85		10.18
	0.00	13.04	86.96		
	0.00	7.50	11.11		
PROG DROP	0	0	12		12
	0.00	0.00	5.31		5.31
	0.00	0.00	100.00		
	0.00	0.00	6.67		
PROG NOV	1	17	49		67
	0.44	7.52	21.68		29.65
	1.49	25.37	73.13		
	16.67	42.50	27.22		
ASSIST 1	0	3	0		3
	0.00	1.33	0.00		1.33
	0.00	100.00	0.00		
	0.00	7.50	0.00		
ASSIST 2	0	6	0		6
	0.00	2.65	0.00		2.65
	0.00	100.00	0.00		
	0.00	15.00	0.00		
ASSIST 3	0	3	0		3
	0.00	1.33	0.00		1.33
	0.00	100.00	0.00		
	0.00	7.50	0.00		
Total	6	40	180		226
	2.65	17.70	79.65		100.00

Disagg Growth Chart Compare to KDEACC
Min Students: 25 (Meet Goal and Progress)

10:00 Thursday, January 9, 2003 1

----- GD=05 -----

The FREQ Procedure

Table of CLSS by FLG

CLSS	FLG				
Frequency					
Percent					
Row Pct					
Col Pct	*	N	Y		Total
MEET GOAL	73	0	312		385
	10.81	0.00	46.22		57.04
	18.96	0.00	81.04		
	59.84	0.00	66.81		
NOVICE	6	0	10		16
	0.89	0.00	1.48		2.37
	37.50	0.00	62.50		
	4.92	0.00	2.14		
PROGRESS	9	8	49		66
	1.33	1.19	7.26		9.78
	13.64	12.12	74.24		
	7.38	9.30	10.49		
DECL NOV	9	20	16		45
	1.33	2.96	2.37		6.67
	20.00	44.44	35.56		
	7.38	23.26	3.43		
PROG DECL	0	1	1		2
	0.00	0.15	0.15		0.30
	0.00	50.00	50.00		
	0.00	1.16	0.21		
PROG NOV	12	17	78		107
	1.78	2.52	11.56		15.85
	11.21	15.89	72.90		
	9.84	19.77	16.70		
ASSIST 1	2	18	0		20
	0.30	2.67	0.00		2.96
	10.00	90.00	0.00		
	1.64	20.93	0.00		
ASSIST 2	5	11	1		17
	0.74	1.63	0.15		2.52
	29.41	64.71	5.88		
	4.10	12.79	0.21		
ASSIST 3	6	11	0		17
	0.89	1.63	0.00		2.52
	35.29	64.71	0.00		
	4.92	12.79	0.00		
Total	122	86	467		675
	18.07	12.74	69.19		100.00

Disaggregation Chart Compare to KDEACC
 Min Students: 25 (Meet Goal and Progress)

10:00 Thursday, January 9, 2003 2

GD=08

The FREQ Procedure

Table of CLSS by FLG

CLSS	FLG			
Frequency				
Percent				
Row Pct				
Col Pct	*	N	Y	Total
MEET GOAL	23	0	89	112
	7.47	0.00	28.90	36.36
	20.54	0.00	79.46	
	54.76	0.00	41.01	
DROP	0	0	2	2
	0.00	0.00	0.65	0.65
	0.00	0.00	100.00	
	0.00	0.00	0.92	
NOVICE	1	0	3	4
	0.32	0.00	0.97	1.30
	25.00	0.00	75.00	
	2.38	0.00	1.38	
PROGRESS	6	2	51	59
	1.95	0.65	16.56	19.16
	10.17	3.39	86.44	
	14.29	4.08	23.50	
DECL NOV	0	9	3	12
	0.00	2.92	0.97	3.90
	0.00	75.00	25.00	
	0.00	18.37	1.38	
PROG D/N	0	1	0	1
	0.00	0.32	0.00	0.32
	0.00	100.00	0.00	
	0.00	2.04	0.00	
PROG NOV	8	20	68	96
	2.60	6.49	22.08	31.17
	8.33	20.83	70.83	
	19.05	40.82	31.34	
ASSIST 1	0	5	0	5
	0.00	1.62	0.00	1.62
	0.00	100.00	0.00	
	0.00	10.20	0.00	
ASSIST 2	2	6	1	9
	0.65	1.95	0.32	2.92
	22.22	66.67	11.11	
	4.76	12.24	0.46	
ASSIST 3	2	6	0	8
	0.65	1.95	0.00	2.60
	25.00	75.00	0.00	
	4.76	12.24	0.00	
Total	42	49	217	308
	13.64	15.91	70.45	100.00

Disag Growth Chart Compare to KDEACC
Min Students: 25 (Meet Goal and Progress)

10:00 Thursday, January 9, 2003 3

----- GD=12 -----

The FREQ Procedure

Table of CLSS by FLG

CLSS	FLG			
Frequency				
Percent				
Row Pct				
Col Pct	*	N	Y	Total
MEET GOAL	0	0	58	58
	0.00	0.00	25.66	25.66
	0.00	0.00	100.00	
	0.00	0.00	31.52	
DROP	0	0	11	11
	0.00	0.00	4.87	4.87
	0.00	0.00	100.00	
	0.00	0.00	5.98	
NOVICE	1	0	1	2
	0.44	0.00	0.44	0.88
	50.00	0.00	50.00	
	14.29	0.00	0.54	
PROGRESS	3	0	29	32
	1.33	0.00	12.83	14.16
	9.38	0.00	90.63	
	42.86	0.00	15.76	
DECL NOV	1	6	2	9
	0.44	2.65	0.88	3.98
	11.11	66.67	22.22	
	14.29	17.14	1.09	
PROG D/N	0	1	22	23
	0.00	0.44	9.73	10.18
	0.00	4.35	95.65	
	0.00	2.86	11.96	
PROG DROP	0	0	12	12
	0.00	0.00	5.31	5.31
	0.00	0.00	100.00	
	0.00	0.00	6.52	
PROG NOV	2	17	48	67
	0.88	7.52	21.24	29.65
	2.99	25.37	71.64	
	28.57	48.57	26.09	
ASSIST 1	0	3	0	3
	0.00	1.33	0.00	1.33
	0.00	100.00	0.00	
	0.00	8.57	0.00	
ASSIST 2	0	5	1	6
	0.00	2.21	0.44	2.65
	0.00	83.33	16.67	
	0.00	14.29	0.54	
ASSIST 3	0	3	0	3
	0.00	1.33	0.00	1.33
	0.00	100.00	0.00	
	0.00	8.57	0.00	
Total	7	35	184	226
	3.10	15.49	81.42	100.00

Disagg Growth Chart Compare to KDEACC
Min Students: 30 (Meet Goal and Progress)

10:00 Thursday, January 9, 2003 4

GD=05

The FREQ Procedure

Table of CLSS by FLG

CLSS	FLG				
Frequency					
Percent					
Row Pct					
Col Pct	*	N	Y		Total
MEET GOAL	93	0	292		385
	13.78	0.00	43.26		57.04
	24.16	0.00	75.84		
	57.41	0.00	66.06		
NOVICE	7	0	9		16
	1.04	0.00	1.33		2.37
	43.75	0.00	56.25		
	4.32	0.00	2.04		
PROGRESS	16	6	44		66
	2.37	0.89	6.52		9.78
	24.24	9.09	66.67		
	9.88	8.45	9.95		
DECL NOV	11	15	19		45
	1.63	2.22	2.81		6.67
	24.44	33.33	42.22		
	6.79	21.13	4.30		
PROG DECL	0	1	1		2
	0.00	0.15	0.15		0.30
	0.00	50.00	50.00		
	0.00	1.41	0.23		
PROG NOV	19	12	76		107
	2.81	1.78	11.26		15.85
	17.76	11.21	71.03		
	11.73	16.90	17.19		
ASSIST 1	3	17	0		20
	0.44	2.52	0.00		2.96
	15.00	85.00	0.00		
	1.85	23.94	0.00		
ASSIST 2	6	10	1		17
	0.89	1.48	0.15		2.52
	35.29	58.82	5.88		
	3.70	14.08	0.23		
ASSIST 3	7	10	0		17
	1.04	1.48	0.00		2.52
	41.18	58.82	0.00		
	4.32	14.08	0.00		
Total	162	71	442		675
	24.00	10.52	65.48		100.00

Disag Growth Chart Compare to KDEACC
Min Students: 30 (Meet Goal and Progress)

10:00 Thursday, January 9, 2003 5

GD=08

The FREQ Procedure

Table of CLSS by FLG

CLSS	FLG			
Frequency				
Percent				
Row Pct				
Col Pct	*	N	Y	Total
MEET GOAL	25	0	87	112
	8.12	0.00	28.25	36.36
	22.32	0.00	77.68	
	48.08	0.00	41.43	
DROP	0	0	2	2
	0.00	0.00	0.65	0.65
	0.00	0.00	100.00	
	0.00	0.00	0.95	
NOVICE	3	0	1	4
	0.97	0.00	0.32	1.30
	75.00	0.00	25.00	
	5.77	0.00	0.48	
PROGRESS	9	2	48	59
	2.92	0.65	15.58	19.16
	15.25	3.39	81.36	
	17.31	4.35	22.86	
DECL NOV	0	8	4	12
	0.00	2.60	1.30	3.90
	0.00	66.67	33.33	
	0.00	17.39	1.90	
PROG D/N	0	1	0	1
	0.00	0.32	0.00	0.32
	0.00	100.00	0.00	
	0.00	2.17	0.00	
PROG NOV	10	19	67	96
	3.25	6.17	21.75	31.17
	10.42	19.79	69.79	
	19.23	41.30	31.90	
ASSIST 1	0	5	0	5
	0.00	1.62	0.00	1.62
	0.00	100.00	0.00	
	0.00	10.87	0.00	
ASSIST 2	2	6	1	9
	0.65	1.95	0.32	2.92
	22.22	66.67	11.11	
	3.85	13.04	0.48	
ASSIST 3	3	5	0	8
	0.97	1.62	0.00	2.60
	37.50	62.50	0.00	
	5.77	10.87	0.00	
Total	52	46	210	308
	16.88	14.94	68.18	100.00

Disag Growth Chart Compare to KDEACC
Min Students: 30 (Meet Goal and Progress)

10:00 Thursday, January 9, 2003 6

GD=12

The FREQ Procedure

Table of CLSS by FLG

CLSS	FLG			
Frequency				
Percent				
Row Pct				
Col Pct	*	N	Y	Total
MEET GOAL	0	0	58	58
	0.00	0.00	25.66	25.66
	0.00	0.00	100.00	
	0.00	0.00	31.52	
DROP	0	0	11	11
	0.00	0.00	4.87	4.87
	0.00	0.00	100.00	
	0.00	0.00	5.98	
NOVICE	1	0	1	2
	0.44	0.00	0.44	0.88
	50.00	0.00	50.00	
	10.00	0.00	0.54	
PROGRESS	3	0	29	32
	1.33	0.00	12.83	14.16
	9.38	0.00	90.63	
	30.00	0.00	15.76	
DECL NOV	1	5	3	9
	0.44	2.21	1.33	3.98
	11.11	55.56	33.33	
	10.00	15.63	1.63	
PROG D/N	0	1	22	23
	0.00	0.44	9.73	10.18
	0.00	4.35	95.65	
	0.00	3.13	11.96	
PROG DROP	0	0	12	12
	0.00	0.00	5.31	5.31
	0.00	0.00	100.00	
	0.00	0.00	6.52	
PROG NOV	4	16	47	67
	1.77	7.08	20.80	29.65
	5.97	23.88	70.15	
	40.00	50.00	25.54	
ASSIST 1	1	2	0	3
	0.44	0.88	0.00	1.33
	33.33	66.67	0.00	
	10.00	6.25	0.00	
ASSIST 2	0	5	1	6
	0.00	2.21	0.44	2.65
	0.00	83.33	16.67	
	0.00	15.63	0.54	
ASSIST 3	0	3	0	3
	0.00	1.33	0.00	1.33
	0.00	100.00	0.00	
	0.00	9.38	0.00	
Total	10	32	184	226
	4.42	14.16	81.42	100.00

Attachment G: Specific Subpopulations

Classification Comparison for Elementary Schools (Subgroup to KDEACC Class)

Minimum Number of Students = 10 per grade per year

10:23 Tuesday, January 14, 2003

Students with Disabilities

DEM=ACD
The FREQ Procedure
Table of TST_CLSS by CLSS

TST_CLSS Frequency Percent Row PCT Col PCT	CLSS	Meet	Goal	Progress	Assist 1	Assist 2	Assist 3	Blank	Total
ffffffffff MEET GOAL	1	7	3	1	0	0	0	374	385
		1.04	0.44	0.15	0.00	0.00	0.00	55.41	57.04
		1.82	0.78	0.26	0.00	0.00	0.00	97.14	
		70.00	21.43	50.00	0.00	0.00	0.00	57.81	
NOVICE		0	0	0	0	0	0	16	16
		0.00	0.00	0.00	0.00	0.00	0.00	2.37	2.37
		0.00	0.00	0.00	0.00	0.00	0.00	100.00	
		0.00	0.00	0.00	0.00	0.00	0.00	2.47	
PROGRESS		1	2	0	0	0	0	63	66
		0.15	0.30	0.00	0.00	0.00	0.00	9.33	9.78
		1.52	3.03	0.00	0.00	0.00	0.00	95.45	
		10.00	14.29	0.00	0.00	0.00	0.00	9.74	
DECL NOV		0	2	1	0	0	0	42	45
		0.00	0.30	0.15	0.00	0.00	0.00	6.22	6.67
		0.00	4.44	2.22	0.00	0.00	0.00	93.33	
		0.00	14.29	50.00	0.00	0.00	0.00	6.49	
PROG DECL		0	0	0	0	0	0	2	2
		0.00	0.00	0.00	0.00	0.00	0.00	0.30	0.30
		0.00	0.00	0.00	0.00	0.00	0.00	100.00	
		0.00	0.00	0.00	0.00	0.00	0.00	0.31	
PROG NOV		2	5	0	0	1	0	99	107
		0.30	0.74	0.00	0.00	0.15	0.00	14.67	15.85
		1.87	4.67	0.00	0.00	0.93	0.00	92.52	
		20.00	35.71	0.00	0.00	100.00	0.00	15.30	
ASSIST 1		0	1	0	0	0	0	19	20
		0.00	0.15	0.00	0.00	0.00	0.00	2.81	2.96
		0.00	5.00	0.00	0.00	0.00	0.00	95.00	
		0.00	7.14	0.00	0.00	0.00	0.00	2.94	
ASSIST 2		0	1	0	1	0	0	15	17
		0.00	0.15	0.00	0.15	0.00	0.00	2.22	2.52
		0.00	5.88	0.00	5.88	0.00	0.00	88.24	
		0.00	7.14	0.00	100.00	0.00	0.00	2.32	
ASSIST 3		0	0	0	0	0	0	17	17
		0.00	0.00	0.00	0.00	0.00	0.00	2.52	2.52
		0.00	0.00	0.00	0.00	0.00	0.00	100.00	
		0.00	0.00	0.00	0.00	0.00	0.00	2.63	
Total		10	14	2	1	1	1	647	675
		1.48	2.07	0.30	0.15	0.15	0.15	95.85	100.00

Classification Comparison for Elementary Schools (Subgroup to KDEACC Class)

Minimum Number of Students = 10 per grade per year

10:23 Tuesday, January 14, 2003

Asian

DEM=ETA

The FREQ Procedure

Table of TST_CLSS by CLSS

TST_CLSS	CLSS	
Frequency Percent Row Pct Col Pct	Blank	Total
MEET GOAL	385 57.04 100.00 57.04	385 57.04
NOVICE	16 2.37 100.00 2.37	16 2.37
PROGRESS	66 9.78 100.00 9.78	66 9.78
DECL NOV	45 6.67 100.00 6.67	45 6.67
PROG DECL	2 0.30 100.00 0.30	2 0.30
PROG NOV	107 15.85 100.00 15.85	107 15.85
ASSIST 1	20 2.96 100.00 2.96	20 2.96
ASSIST 2	17 2.52 100.00 2.52	17 2.52
ASSIST 3	17 2.52 100.00 2.52	17 2.52
Total	675 100.00	675 100.00

Classification Comparison for Elementary Schools (Subgroup to KDEACC Class)

Minimum Number of Students = 10 per grade per year

10:23 Tuesday, January 14, 2003

African-American

DEM=ETB

The FREQ Procedure

Table of TST_CLSS by CLSS

TST_CLSS	CLSS							
Frequency Percent Row Pct Col Pct	Meet	Goal	Progress	Assist 1	Assist 2	Assist 3	Blank	Total
MEET GOAL	48 7.11 12.47 84.21	15 2.22 3.90 28.85	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	322 47.70 83.64 57.91	385 57.04
NOVICE	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	16 2.37 100.00 2.88	16 2.37
PROGRESS	4 0.59 6.06 7.02	7 1.04 10.61 13.46	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	55 8.15 83.33 9.89	66 9.78
DECL NOV	1 0.15 2.22 1.75	7 1.04 15.56 13.46	1 0.15 2.22 25.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	36 5.33 80.00 6.47	45 6.67
PROG DECL	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	2 0.30 100.00 0.36	2 0.30
PROG NOV	4 0.59 3.74 7.02	16 2.37 14.95 30.77	1 0.15 0.93 25.00	1 0.15 0.93 25.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	85 12.59 79.44 15.29	107 15.85
ASSIST 1	0 0.00 0.00 0.00	1 0.15 5.00 1.92	1 0.15 5.00 25.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	18 2.67 90.00 3.24	20 2.96
ASSIST 2	0 0.00 0.00 0.00	5 0.74 29.41 9.62	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	12 1.78 70.59 2.16	17 2.52
ASSIST 3	0 0.00 0.00 0.00	1 0.15 5.88 1.92	1 0.15 5.88 25.00	3 0.44 17.65 75.00	2 0.30 11.76 100.00	10 1.48 58.82 1.80	17 2.52	17 2.52
Total	57 8.44	52 7.70	4 0.59	4 0.59	2 0.30	556 82.37	675 100.00	

Classification Comparison for Elementary Schools (Subgroup to KDEACC Class)

Minimum Number of Students = 10 per grade per year

10:23 Tuesday, January 14, 2003

Hispanic

DEM=ETH

The FREQ Procedure

Table of TST_CLSS by CLSS

TST_CLSS	CLSS	
Frequency Percent Row Pct Col Pct	Blank	Total
MEET GOAL	385 57.04 100.00 57.04	385 57.04
NOVICE	16 2.37 100.00 2.37	16 2.37
PROGRESS	66 9.78 100.00 9.78	66 9.78
DECL NOV	45 6.67 100.00 6.67	45 6.67
PROG DECL	2 0.30 100.00 0.30	2 0.30
PROG NOV	107 15.85 100.00 15.85	107 15.85
ASSIST 1	20 2.96 100.00 2.96	20 2.96
ASSIST 2	17 2.52 100.00 2.52	17 2.52
ASSIST 3	17 2.52 100.00 2.52	17 2.52
Total	675 100.00	675 100.00

Classification Comparison for Elementary Schools (Subgroup to KDEACC Class)

Minimum Number of Students = 10 per grade per year

10:23 Tuesday, January 14, 2003

white

DEM=ETW

The FREQ Procedure

Table of TST_CLSS by CLSS

TST_CLSS	CLSS							
Frequency Percent Row Pct Col Pct	Meet	Goal	Progress	Assist 1	Assist 2	Assist 3	Blank	Total
MEET GOAL	342 50.67 88.83 88.14	24 3.56 6.23 12.18	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	19 2.81 4.94 57.58	385 57.04
NOVICE	10 1.48 62.50 2.58	5 0.74 31.25 2.54	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	1 0.15 6.25 3.03	16 2.37
PROGRESS	9 1.33 13.64 2.32	56 8.30 84.85 28.43	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	1 0.15 1.52 3.03	66 9.78
DECL NOV	2 0.30 4.44 0.52	31 4.59 68.89 15.74	3 0.44 6.67 15.79	5 0.74 11.11 23.81	0 0.00 0.00 0.00	4 0.59 8.89 12.12		45 6.67
PROG DECL	0 0.00 0.00 0.00	1 0.15 50.00 0.51	1 0.15 50.00 5.26	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	2 0.30
PROG NOV	25 3.70 23.36 6.44	70 10.37 65.42 35.53	0 0.00 0.00 0.00	3 0.44 2.80 14.29	2 0.30 1.87 11.76	7 1.04 6.54 21.21		107 15.85
ASSIST 1	0 0.00 0.00 0.00	1 0.15 5.00 0.51	15 2.22 75.00 78.95	4 0.59 20.00 19.05	0 0.00 0.00 0.00	0 0.00 0.00 0.00		20 2.96
ASSIST 2	0 0.00 0.00 0.00	4 0.59 23.53 2.03	0 0.00 0.00 0.00	7 1.04 41.18 33.33	6 0.89 35.29 35.29	0 0.00 0.00 0.00		17 2.52
ASSIST 3	0 0.00 0.00 0.00	5 0.74 29.41 2.54	0 0.00 0.00 0.00	2 0.30 11.76 9.52	9 1.33 52.94 52.94	1 0.15 5.88 3.03		17 2.52
Total	388 57.48	197 29.19	19 2.81	21 3.11	17 2.52	33 4.89	675 100.00	

Classification Comparison for Elementary Schools (Subgroup to KDEACC Class)

Minimum Number of Students = 10 per grade per year

10:23 Tuesday, January 14, 2003

Limited English Proficient

DEM=LEP

The FREQ Procedure

Table of TST_CLSS by CLSS

TST_CLSS	CLSS	
Frequency Percent Row Pct Col Pct	Blank	Total
MEET GOAL	385 57.04 100.00 57.04	385 57.04
NOVICE	16 2.37 100.00 2.37	16 2.37
PROGRESS	66 9.78 100.00 9.78	66 9.78
DECL NOV	45 6.67 100.00 6.67	45 6.67
PROG DECL	2 0.30 100.00 0.30	2 0.30
PROG NOV	107 15.85 100.00 15.85	107 15.85
ASSIST 1	20 2.96 100.00 2.96	20 2.96
ASSIST 2	17 2.52 100.00 2.52	17 2.52
ASSIST 3	17 2.52 100.00 2.52	17 2.52
Total	675 100.00	675 100.00

Classification Comparison for Elementary Schools (Subgroup to KDEACC Class)

10

Minimum Number of Students = 10 per grade per year

10:23 Tuesday, January 14, 2003

Free & Reduced Lunch

DEM=LUP

The FREQ Procedure

Table of TST_CLSS by CLSS

TST_CLSS	CLSS							
Frequency Percent Row Pct Col Pct	Meet	Goa	Progress	Assist 1	Assist 2	Assist 3	Blank	Total
	1							
MEET GOAL	234 34.67 60.78 87.97	41 6.07 10.65 23.43	3 0.44 0.78 15.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	107 15.85 27.79 58.79	385 57.04
NOVICE	7 1.04 43.75 2.63	3 0.44 18.75 1.71	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	6 0.89 37.50 3.30	16 2.37
PROGRESS	12 1.78 18.18 4.51	40 5.93 60.61 22.86	0 0.00 0.00 0.00	2 0.30 3.03 13.33	0 0.00 0.00 0.00	0 0.00 0.00 0.00	12 1.78 18.18 6.59	66 9.78
DECL NOV	2 0.30 4.44 0.75	18 2.67 40.00 10.29	5 0.74 11.11 25.00	3 0.44 6.67 20.00	2 0.30 4.44 11.76	15 2.22 33.33 8.24	45 6.67	6.67
PROG DECL	0 0.00 0.00 0.00	1 0.15 50.00 0.57	1 0.15 50.00 5.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	2 0.30
PROG NOV	10 1.48 9.35 3.76	61 9.04 57.01 34.86	3 0.44 2.80 15.00	1 0.15 0.93 6.67	2 0.30 1.87 11.76	30 4.44 28.04 16.48	107 15.85	15.85
ASSIST 1	1 0.15 5.00 0.38	3 0.44 15.00 1.71	7 1.04 35.00 35.00	4 0.59 20.00 26.67	1 0.15 5.00 5.88	4 0.59 20.00 2.20	20 2.96	2.96
ASSIST 2	0 0.00 0.00 0.00	4 0.59 23.53 2.29	1 0.15 5.88 5.00	3 0.44 17.65 20.00	5 0.74 29.41 29.41	4 0.59 23.53 2.20	17 2.52	2.52
ASSIST 3	0 0.00 0.00 0.00	4 0.59 23.53 2.29	0 0.00 0.00 0.00	2 0.30 11.76 13.33	7 1.04 41.18 41.18	4 0.59 23.53 2.20	17 2.52	2.52
Total	266 39.41	175 25.93	20 2.96	15 2.22	17 2.52	182 26.96	675 100.00	675 100.00

Classification Comparison for Elementary Schools (Subgroup to KDEACC Class)

11

Minimum Number of Students = 10 per grade per year

10:23 Tuesday, January 14, 2003

Female

DEM= SXF

The FREQ Procedure

Table of TST_CLSS by CLSS

TST_CLSS	CLSS							
Frequency Percent Row Pct Col Pct	Meet	Goa	Progress	Assist 1	Assist 2	Assist 3	Blank	Total
	1							
MEET GOAL	289 42.81 75.06 81.64	28 4.15 7.27 18.67	1 0.15 0.26 4.55	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	67 9.93 17.40 60.91	385 57.04
NOVICE	10 1.48 62.50 2.82	2 0.30 12.50 1.33	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	4 0.59 25.00 3.64	16 2.37
PROGRESS	22 3.26 33.33 6.21	27 4.00 40.91 18.00	3 0.44 4.55 13.64	3 0.44 4.55 15.79	3 0.44 4.55 15.00	3 0.44 4.55 15.00	8 1.19 12.12 7.27	66 9.78
DECL NOV	2 0.30 4.44 0.56	24 3.56 53.33 16.00	4 0.59 8.89 18.18	2 0.30 4.44 10.53	3 0.44 6.67 15.00	3 0.44 6.67 15.00	10 1.48 22.22 9.09	45 6.67
PROG DECL	1 0.15 50.00 0.28	1 0.15 50.00 0.67	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	2 0.30
PROG NOV	30 4.44 28.04 8.47	53 7.85 49.53 35.33	6 0.89 5.61 27.27	2 0.30 1.87 10.53	6 0.89 5.61 30.00	6 0.89 5.61 30.00	10 1.48 9.35 9.09	107 15.85
ASSIST 1	0 0.00 0.00 0.00	7 1.04 35.00 4.67	8 1.19 40.00 36.36	3 0.44 15.00 15.79	0 0.00 0.00 0.00	0 0.00 0.00 0.00	2 0.30 10.00 1.82	20 2.96
ASSIST 2	0 0.00 0.00 0.00	3 0.44 17.65 2.00	0 0.00 0.00 0.00	8 1.19 47.06 42.11	2 0.30 11.76 10.00	2 0.30 11.76 10.00	4 0.59 23.53 3.64	17 2.52
ASSIST 3	0 0.00 0.00 0.00	5 0.74 29.41 3.33	0 0.00 0.00 0.00	1 0.15 5.88 5.26	6 0.89 35.29 30.00	6 0.89 35.29 30.00	5 0.74 29.41 4.55	17 2.52
Total	354 52.44	150 22.22	22 3.26	19 2.81	20 2.96	20 2.96	110 16.30	675 100.00

Classification Comparison for Elementary Schools (Subgroup to KDEACC Class)

12

Minimum Number of Students = 10 per grade per year

10:23 Tuesday, January 14, 2003

Male

DEM=SXM

The FREQ Procedure

Table of TST_CLSS by CLSS

TST_CLSS	CLSS							
Frequency Percent Row Pct Col Pct	Meet	Goal	Progress	Assist 1	Assist 2	Assist 3	Blank	Total
MEET GOAL	281 41.63 72.99 86.20	45 6.67 11.69 23.20	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	59 8.74 15.32 60.20	385 57.04
NOVICE	6 0.89 37.50 1.84	6 0.89 37.50 3.09	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	4 0.59 25.00 4.08	16 2.37
PROGRESS	15 2.22 22.73 4.60	43 6.37 65.15 22.16	0 0.00 0.00 0.00	2 0.30 3.03 10.00	1 0.15 1.52 5.88	5 0.74 7.58 5.10		66 9.78
DECL NOV	2 0.30 4.44 0.61	22 3.26 48.89 11.34	7 1.04 15.56 35.00	3 0.44 6.67 15.00	2 0.30 4.44 11.76	9 1.33 20.00 9.18		45 6.67
PROG DECL	0 0.00 0.00 0.00	1 0.15 50.00 0.52	1 0.15 50.00 5.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	2 0.30
PROG NOV	22 3.26 20.56 6.75	63 9.33 58.88 32.47	2 0.30 1.87 10.00	6 0.89 5.61 30.00	3 0.44 2.80 17.65	11 1.63 10.28 11.22		107 15.85
ASSIST 1	0 0.00 0.00 0.00	4 0.59 20.00 2.06	10 1.48 50.00 50.00	3 0.44 15.00 15.00	0 0.00 0.00 0.00	3 0.44 15.00 3.06		20 2.96
ASSIST 2	0 0.00 0.00 0.00	6 0.89 35.29 3.09	0 0.00 0.00 0.00	6 0.89 35.29 30.00	2 0.30 11.76 11.76	3 0.44 17.65 3.06		17 2.52
ASSIST 3	0 0.00 0.00 0.00	4 0.59 23.53 2.06	0 0.00 0.00 0.00	0 0.00 0.00 0.00	9 1.33 52.94 52.94	4 0.59 23.53 4.08		17 2.52
Total	326 48.30	194 28.74	20 2.96	20 2.96	17 2.52	98 14.52	675 100.00	

Classification Comparison for Middle Schools (Subgroup to KDEACC Class)

Minimum Number of Students = 10 per grade per year

10:23 Tuesday, January 14, 2003

Students with Disabilities

DEM=ACD

The FREQ Procedure
Table of TST_CLSS by CLSS

TST_CLSS Frequency Percent Row Pct Col Pct	CLSS							Total
	Meet	Goa	Progress	Assist 1	Assist 2	Assist 3	Blank	
MEET GOAL	13	30	3	0	0	0	66	112
	4.22	9.74	0.97	0.00	0.00	0.00	21.43	36.36
	11.61	26.79	2.68	0.00	0.00	0.00	58.93	
	72.22	30.30	50.00	0.00	0.00	0.00	37.93	
DROP	0	0	0	0	0	0	2	2
	0.00	0.00	0.00	0.00	0.00	0.00	0.65	0.65
	0.00	0.00	0.00	0.00	0.00	0.00	100.00	
	0.00	0.00	0.00	0.00	0.00	0.00	1.15	
NOVICE	0	1	0	0	0	0	3	4
	0.00	0.32	0.00	0.00	0.00	0.00	0.97	1.30
	0.00	25.00	0.00	0.00	0.00	0.00	75.00	
	0.00	1.01	0.00	0.00	0.00	0.00	1.72	
PROGRESS	2	25	1	0	0	0	31	59
	0.65	8.12	0.32	0.00	0.00	0.00	10.06	19.16
	3.39	42.37	1.69	0.00	0.00	0.00	52.54	
	11.11	25.25	16.67	0.00	0.00	0.00	17.82	
DECL NOV	0	4	0	1	1	1	6	12
	0.00	1.30	0.00	0.32	0.32	0.32	1.95	3.90
	0.00	33.33	0.00	8.33	8.33	8.33	50.00	
	0.00	4.04	0.00	16.67	20.00	20.00	3.45	
PROG D/N	0	0	0	0	0	0	1	1
	0.00	0.00	0.00	0.00	0.00	0.00	0.32	0.32
	0.00	0.00	0.00	0.00	0.00	0.00	100.00	
	0.00	0.00	0.00	0.00	0.00	0.00	0.57	
PROG NOV	3	34	1	3	3	3	52	96
	0.97	11.04	0.32	0.97	0.97	0.97	16.88	31.17
	3.13	35.42	1.04	3.13	3.13	3.13	54.17	
	16.67	34.34	16.67	50.00	60.00	29.89		
ASSIST 1	0	2	1	0	0	0	2	5
	0.00	0.65	0.32	0.00	0.00	0.00	0.65	1.62
	0.00	40.00	20.00	0.00	0.00	0.00	40.00	
	0.00	2.02	16.67	0.00	0.00	0.00	1.15	
ASSIST 2	0	2	0	1	1	1	5	9
	0.00	0.65	0.00	0.32	0.32	0.32	1.62	2.92
	0.00	22.22	0.00	11.11	11.11	11.11	55.56	
	0.00	2.02	0.00	16.67	20.00	20.00	2.87	
ASSIST 3	0	1	0	1	0	0	6	8
	0.00	0.32	0.00	0.32	0.00	0.00	1.95	2.60
	0.00	12.50	0.00	12.50	0.00	0.00	75.00	
	0.00	1.01	0.00	16.67	0.00	0.00	3.45	
Total	18	99	6	6	5	5	174	308
	5.84	32.14	1.95	1.95	1.62	1.62	56.49	100.00

Classification Comparison for Middle Schools (Subgroup to KDEACC Class)

Minimum Number of Students = 10 per grade per year

10:23 Tuesday, January 14, 2003

Asian

DEM=ETA

The FREQ Procedure

Table of TST_CLSS by CLSS

TST_CLSS	CLSS	Meet	Goal	Blank	Total
Frequency					
Percent					
Row Pct					
Col Pct					
MEET GOAL	0	112		112	
	0.00	36.36		36.36	
	0.00	100.00			
	0.00	36.48			
DROP	0	2		2	
	0.00	0.65		0.65	
	0.00	100.00			
	0.00	0.65			
NOVICE	0	4		4	
	0.00	1.30		1.30	
	0.00	100.00			
	0.00	1.30			
PROGRESS	0	59		59	
	0.00	19.16		19.16	
	0.00	100.00			
	0.00	19.22			
DECL NOV	0	12		12	
	0.00	3.90		3.90	
	0.00	100.00			
	0.00	3.91			
PROG D/N	0	1		1	
	0.00	0.32		0.32	
	0.00	100.00			
	0.00	0.33			
PROG NOV	1	95		96	
	0.32	30.84		31.17	
	1.04	98.96			
	100.00	30.94			
ASSIST 1	0	5		5	
	0.00	1.62		1.62	
	0.00	100.00			
	0.00	1.63			
ASSIST 2	0	9		9	
	0.00	2.92		2.92	
	0.00	100.00			
	0.00	2.93			
ASSIST 3	0	8		8	
	0.00	2.60		2.60	
	0.00	100.00			
	0.00	2.61			
Total	1	307		308	
	0.32	99.68		100.00	

Classification Comparison for Middle Schools (Subgroup to KDEACC Class)

Minimum Number of Students = 10 per grade per year

10:23 Tuesday, January 14, 2003

African-American

DEM=ETB

The FREQ Procedure
Table of TST_CLSS by CLSS

TST_CLSS Frequency Percent Row Pct Col Pct	CLSS							Total
	Meet	Goa	Progress	Assist 1	Assist 2	Assist 3	Blank	
MEET GOAL	14	9	0	0	0	0	89	112
	4.55	2.92	0.00	0.00	0.00	0.00	28.90	36.36
	12.50	8.04	0.00	0.00	0.00	0.00	79.46	
	77.78	20.93	0.00	0.00	0.00	0.00	36.78	
DROP	0	0	0	0	0	0	2	2
	0.00	0.00	0.00	0.00	0.00	0.00	0.65	0.65
	0.00	0.00	0.00	0.00	0.00	0.00	100.00	
	0.00	0.00	0.00	0.00	0.00	0.00	0.83	
NOVICE	0	0	0	0	0	0	4	4
	0.00	0.00	0.00	0.00	0.00	0.00	1.30	1.30
	0.00	0.00	0.00	0.00	0.00	0.00	100.00	
	0.00	0.00	0.00	0.00	0.00	0.00	1.65	
PROGRESS	2	10	0	1	0	0	46	59
	0.65	3.25	0.00	0.32	0.00	0.00	14.94	19.16
	3.39	16.95	0.00	1.69	0.00	0.00	77.97	
	11.11	23.26	0.00	50.00	0.00	0.00	19.01	
DECL NOV	0	1	1	0	0	0	10	12
	0.00	0.32	0.32	0.00	0.00	0.00	3.25	3.90
	0.00	8.33	8.33	0.00	0.00	0.00	83.33	
	0.00	2.33	50.00	0.00	0.00	0.00	4.13	
PROG D/N	0	0	0	0	0	0	1	1
	0.00	0.00	0.00	0.00	0.00	0.00	0.32	0.32
	0.00	0.00	0.00	0.00	0.00	0.00	100.00	
	0.00	0.00	0.00	0.00	0.00	0.00	0.41	
PROG NOV	2	20	1	0	0	0	73	96
	0.65	6.49	0.32	0.00	0.00	0.00	23.70	31.17
	2.08	20.83	1.04	0.00	0.00	0.00	76.04	
	11.11	46.51	50.00	0.00	0.00	0.00	30.17	
ASSIST 1	0	0	0	0	0	0	5	5
	0.00	0.00	0.00	0.00	0.00	0.00	1.62	1.62
	0.00	0.00	0.00	0.00	0.00	0.00	100.00	
	0.00	0.00	0.00	0.00	0.00	0.00	2.07	
ASSIST 2	0	2	0	1	0	0	6	9
	0.00	0.65	0.00	0.32	0.00	0.00	1.95	2.92
	0.00	22.22	0.00	11.11	0.00	0.00	66.67	
	0.00	4.65	0.00	50.00	0.00	0.00	2.48	
ASSIST 3	0	1	0	0	1	0	6	8
	0.00	0.32	0.00	0.00	0.32	0.00	1.95	2.60
	0.00	12.50	0.00	0.00	12.50	0.00	75.00	
	0.00	2.33	0.00	0.00	100.00	0.00	2.48	
Total	18	43	2	2	1	0	242	308
	5.84	13.96	0.65	0.65	0.32	0.00	78.57	100.00

Classification Comparison for Middle Schools (Subgroup to KDEACC Class)

5

Minimum Number of Students = 10 per grade per year

10:23 Tuesday, January 14, 2003

Hispanic

----- DEM=ETH -----

The FREQ Procedure

Table of TST_CLSS by CLSS

TST_CLSS	CLSS	
Frequency		
Percent		
Row Pct		
Col Pct	Blank	Total
MEET GOAL	112 36.36 100.00 36.36	112 36.36
DROP	2 0.65 100.00 0.65	2 0.65
NOVICE	4 1.30 100.00 1.30	4 1.30
PROGRESS	59 19.16 100.00 19.16	59 19.16
DECL NOV	12 3.90 100.00 3.90	12 3.90
PROG D/N	1 0.32 100.00 0.32	1 0.32
PROG NOV	96 31.17 100.00 31.17	96 31.17
ASSIST 1	5 1.62 100.00 1.62	5 1.62
ASSIST 2	9 2.92 100.00 2.92	9 2.92
ASSIST 3	8 2.60 100.00 2.60	8 2.60
Total	308 100.00	308 100.00

Classification Comparison for Middle Schools (Subgroup to KDEACC Class)

Minimum Number of Students = 10 per grade per year

10:23 Tuesday, January 14, 2003

white

DEM=ETW

The FREQ Procedure
Table of TST_CLSS by CLSS

TST_CLSS Frequency Percent Row Pct Col Pct	CLSS							Total
	Meet	Goa	Progress	Assist 1	Assist 2	Assist 3	Blank	
MEET GOAL	96	9	0	0	0	0	7	112
	31.17	2.92	0.00	0.00	0.00	0.00	2.27	36.36
	85.71	8.04	0.00	0.00	0.00	0.00	6.25	
	72.73	6.47	0.00	0.00	0.00	0.00	53.85	
DROP	2	0	0	0	0	0	0	2
	0.65	0.00	0.00	0.00	0.00	0.00	0.00	0.65
	100.00	0.00	0.00	0.00	0.00	0.00	0.00	
	1.52	0.00	0.00	0.00	0.00	0.00	0.00	
NOVICE	2	1	0	0	0	0	1	4
	0.65	0.32	0.00	0.00	0.00	0.00	0.32	1.30
	50.00	25.00	0.00	0.00	0.00	0.00	25.00	
	1.52	0.72	0.00	0.00	0.00	0.00	7.69	
PROGRESS	24	32	0	1	0	0	2	59
	7.79	10.39	0.00	0.32	0.00	0.00	0.65	19.16
	40.68	54.24	0.00	1.69	0.00	0.00	3.39	
	18.18	23.02	0.00	12.50	0.00	0.00	15.38	
DECL NOV	1	10	0	0	1	0	0	12
	0.32	3.25	0.00	0.00	0.32	0.00	0.00	3.90
	8.33	83.33	0.00	0.00	8.33	0.00	0.00	
	0.76	7.19	0.00	0.00	12.50	0.00	0.00	
PROG D/N	0	0	0	0	1	0	0	1
	0.00	0.00	0.00	0.00	0.32	0.00	0.00	0.32
	0.00	0.00	0.00	0.00	100.00	0.00	0.00	
	0.00	0.00	0.00	0.00	12.50	0.00	0.00	
PROG NOV	7	83	2	1	2	1	1	96
	2.27	26.95	0.65	0.32	0.65	0.32	0.32	31.17
	7.29	86.46	2.08	1.04	2.08	1.04	1.04	
	5.30	59.71	25.00	12.50	25.00	7.69	7.69	
ASSIST 1	0	1	4	0	0	0	0	5
	0.00	0.32	1.30	0.00	0.00	0.00	0.00	1.62
	0.00	20.00	80.00	0.00	0.00	0.00	0.00	
	0.00	0.72	50.00	0.00	0.00	0.00	0.00	
ASSIST 2	0	3	2	3	0	1	1	9
	0.00	0.97	0.65	0.97	0.00	0.32	0.32	2.92
	0.00	33.33	22.22	33.33	0.00	11.11	11.11	
	0.00	2.16	25.00	37.50	0.00	7.69	7.69	
ASSIST 3	0	0	0	3	4	1	1	8
	0.00	0.00	0.00	0.97	1.30	0.32	0.32	2.60
	0.00	0.00	0.00	37.50	50.00	12.50	12.50	
	0.00	0.00	0.00	37.50	50.00	7.69	7.69	
Total	132	139	8	8	8	13	13	308
	42.86	45.13	2.60	2.60	2.60	4.22	4.22	100.00

Classification Comparison for Middle Schools (Subgroup to KDEACC Class)
 Minimum Number of Students = 10 per grade per year

10:23 Tuesday, January 14, 2003⁸

----- DEM=LEP -----

The FREQ Procedure

Table of TST_CLSS by CLSS

TST_CLSS	CLSS	
Frequency		
Percent		
Row Pct		
Col Pct	Blank	Total
MEET GOAL	112 36.36 100.00 36.36	112 36.36
DROP	2 0.65 100.00 0.65	2 0.65
NOVICE	4 1.30 100.00 1.30	4 1.30
PROGRESS	59 19.16 100.00 19.16	59 19.16
DECL NOV	12 3.90 100.00 3.90	12 3.90
PROG D/N	1 0.32 100.00 0.32	1 0.32
PROG NOV	96 31.17 100.00 31.17	96 31.17
ASSIST 1	5 1.62 100.00 1.62	5 1.62
ASSIST 2	9 2.92 100.00 2.92	9 2.92
ASSIST 3	8 2.60 100.00 2.60	8 2.60
Total	308 100.00	308 100.00

Classification Comparison for Middle Schools (Subgroup to KDEACC Class)

10

Minimum Number of Students = 10 per grade per year

10:23 Tuesday, January 14, 2003

Free & Reduced Lunch

DEM=LUP

The FREQ Procedure
Table of TST_CLSS by CLSS

TST_CLSS Frequency Percent Row Pct Col Pct	CLSS						Total	
	Meet 1	Goa	Progress	Assist 1	Assist 2	Assist 3	Blank	Total
MEET GOAL	59 19.16 52.68 76.62	28 9.09 25.00 18.30	1 0.32 0.89 12.50	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	24 7.79 21.43 43.64	112 36.36
DROP	2 0.65 100.00 2.60	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	2 0.65
NOVICE	1 0.32 25.00 1.30	0 0.00 0.00 0.00	1 0.32 25.00 12.50	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	2 0.65 50.00 3.64	4 1.30
PROGRESS	7 2.27 11.86 9.09	37 12.01 62.71 24.18	1 0.32 1.69 12.50	1 0.32 1.69 14.29	0 0.00 0.00 0.00	13 4.22 22.03 23.64	59 19.16	
DECL NOV	0 0.00 0.00 0.00	7 2.27 58.33 4.58	2 0.65 16.67 25.00	0 0.00 0.00 0.00	2 0.65 16.67 25.00	1 0.32 8.33 1.82	12 3.90	
PROG D/N	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	1 0.32 100.00 14.29	0 0.00 0.00 0.00	0 0.00 0.00 0.00	1 0.32	
PROG NOV	8 2.60 8.33 10.39	70 22.73 72.92 45.75	1 0.32 1.04 12.50	2 0.65 2.08 28.57	3 0.97 3.13 37.50	12 3.90 12.50 21.82	96 31.17	
ASSIST 1	0 0.00 0.00 0.00	3 0.97 60.00 1.96	1 0.32 20.00 12.50	1 0.32 20.00 14.29	0 0.00 0.00 0.00	0 0.00 0.00 0.00	5 1.62	
ASSIST 2	0 0.00 0.00 0.00	3 0.97 33.33 1.96	1 0.32 11.11 12.50	2 0.65 22.22 28.57	1 0.32 11.11 12.50	2 0.65 22.22 3.64	9 2.92	
ASSIST 3	0 0.00 0.00 0.00	5 1.62 62.50 3.27	0 0.00 0.00 0.00	0 0.00 0.00 0.00	2 0.65 25.00 25.00	1 0.32 12.50 1.82	8 2.60	
Total	77 25.00	153 49.68	8 2.60	7 2.27	8 2.60	55 17.86	308 100.00	

Classification Comparison for Middle Schools (Subgroup to KDEACC Class)

11

Minimum Number of Students = 10 per grade per year

10:23 Tuesday, January 14, 2003

Female

DEM= SXF

The FREQ Procedure
Table of TST_CLSS by CLSS

TST_CLSS Frequency Percent Row Pct Col Pct	CLSS							Total
	Meet	Goa	Progress	Assist 1	Assist 2	Assist 3	Blank	
MEET GOAL	78	11	0	0	0	0	23	112
	25.32	3.57	0.00	0.00	0.00	0.00	7.47	36.36
	69.64	9.82	0.00	0.00	0.00	0.00	20.54	
	60.94	9.73	0.00	0.00	0.00	0.00	56.10	
DROP	2	0	0	0	0	0	0	2
	0.65	0.00	0.00	0.00	0.00	0.00	0.00	0.65
	100.00	0.00	0.00	0.00	0.00	0.00	0.00	
	1.56	0.00	0.00	0.00	0.00	0.00	0.00	
NOVICE	3	0	0	0	0	0	1	4
	0.97	0.00	0.00	0.00	0.00	0.00	0.32	1.30
	75.00	0.00	0.00	0.00	0.00	0.00	25.00	
	2.34	0.00	0.00	0.00	0.00	0.00	2.44	
PROGRESS	21	31	1	1	0	0	5	59
	6.82	10.06	0.32	0.32	0.00	0.00	1.62	19.16
	35.59	52.54	1.69	1.69	0.00	0.00	8.47	
	16.41	27.43	11.11	11.11	0.00	0.00	12.20	
DECL NOV	0	7	1	1	3	0	0	12
	0.00	2.27	0.32	0.32	0.97	0.00	0.00	3.90
	0.00	58.33	8.33	8.33	25.00	0.00	0.00	
	0.00	6.19	11.11	11.11	37.50	0.00	0.00	
PROG D/N	0	0	0	0	1	0	0	1
	0.00	0.00	0.00	0.00	0.32	0.00	0.00	0.32
	0.00	0.00	0.00	0.00	100.00	0.00	0.00	
	0.00	0.00	0.00	0.00	12.50	0.00	0.00	
PROG NOV	24	57	2	3	2	8	0	96
	7.79	18.51	0.65	0.97	0.65	2.60	0.00	31.17
	25.00	59.38	2.08	3.13	2.08	8.33	0.00	
	18.75	50.44	22.22	33.33	25.00	19.51	0.00	
ASSIST 1	0	0	5	0	0	0	0	5
	0.00	0.00	1.62	0.00	0.00	0.00	0.00	1.62
	0.00	0.00	100.00	0.00	0.00	0.00	0.00	
	0.00	0.00	55.56	0.00	0.00	0.00	0.00	
ASSIST 2	0	4	0	3	0	2	0	9
	0.00	1.30	0.00	0.97	0.00	0.65	0.00	2.92
	0.00	44.44	0.00	33.33	0.00	22.22	0.00	
	0.00	3.54	0.00	33.33	0.00	4.88	0.00	
ASSIST 3	0	3	0	1	2	2	0	8
	0.00	0.97	0.00	0.32	0.65	0.65	0.00	2.60
	0.00	37.50	0.00	12.50	25.00	25.00	0.00	
	0.00	2.65	0.00	11.11	25.00	4.88	0.00	
Total	128	113	9	9	8	41	308	100.00
	41.56	36.69	2.92	2.92	2.60	13.31		

Classification Comparison for Middle Schools (Subgroup to KDEACC Class)

12

Minimum Number of Students = 10 per grade per year

10:23 Tuesday, January 14, 2003

Male

DEM=SXM

The FREQ Procedure
Table of TST_CLSS by CLSS

TST_CLSS Frequency Percent Row Pct Col Pct	CLSS							Total
	Meet	Goa	Progress	Assist 1	Assist 2	Assist 3	Blank	
MEET GOAL	65	27	0	0	0	0	20	112
	21.10	8.77	0.00	0.00	0.00	0.00	6.49	36.36
	58.04	24.11	0.00	0.00	0.00	0.00	17.86	
	76.47	16.67	0.00	0.00	0.00	0.00	57.14	
DROP	2	0	0	0	0	0	0	2
	0.65	0.00	0.00	0.00	0.00	0.00	0.00	0.65
	100.00	0.00	0.00	0.00	0.00	0.00	0.00	
	2.35	0.00	0.00	0.00	0.00	0.00	0.00	
NOVICE	0	3	0	0	0	0	1	4
	0.00	0.97	0.00	0.00	0.00	0.00	0.32	1.30
	0.00	75.00	0.00	0.00	0.00	0.00	25.00	
	0.00	1.85	0.00	0.00	0.00	0.00	2.86	
PROGRESS	14	40	0	1	0	0	4	59
	4.55	12.99	0.00	0.32	0.00	0.00	1.30	19.16
	23.73	67.80	0.00	1.69	0.00	0.00	6.78	
	16.47	24.69	0.00	11.11	0.00	0.00	11.43	
DECL NOV	1	8	2	1	0	0	0	12
	0.32	2.60	0.65	0.32	0.00	0.00	0.00	3.90
	8.33	66.67	16.67	8.33	0.00	0.00	0.00	
	1.18	4.94	22.22	11.11	0.00	0.00	0.00	
PROG D/N	0	1	0	0	0	0	0	1
	0.00	0.32	0.00	0.00	0.00	0.00	0.00	0.32
	0.00	100.00	0.00	0.00	0.00	0.00	0.00	
	0.00	0.62	0.00	0.00	0.00	0.00	0.00	
PROG NOV	3	75	2	3	6	7	7	96
	0.97	24.35	0.65	0.97	1.95	2.27	2.27	31.17
	3.13	78.13	2.08	3.13	6.25	7.29	7.29	
	3.53	46.30	22.22	33.33	75.00	20.00	20.00	
ASSIST 1	0	2	3	0	0	0	0	5
	0.00	0.65	0.97	0.00	0.00	0.00	0.00	1.62
	0.00	40.00	60.00	0.00	0.00	0.00	0.00	
	0.00	1.23	33.33	0.00	0.00	0.00	0.00	
ASSIST 2	0	4	2	1	0	0	2	9
	0.00	1.30	0.65	0.32	0.00	0.00	0.65	2.92
	0.00	44.44	22.22	11.11	0.00	0.00	22.22	
	0.00	2.47	22.22	11.11	0.00	0.00	5.71	
ASSIST 3	0	2	0	3	2	1	1	8
	0.00	0.65	0.00	0.97	0.65	0.32	0.32	2.60
	0.00	25.00	0.00	37.50	25.00	12.50	12.50	
	0.00	1.23	0.00	33.33	25.00	2.86	2.86	
Total	85	162	9	9	8	35	308	308
	27.60	52.60	2.92	2.92	2.60	11.36	100.00	

Classification Comparison for High Schools (Subgroup to KDEACC Class)

Minimum Number of Students = 10 per grade per year

10:23 Tuesday, January 14, 2003

students with Disabilities

DEM=ACD

TST_CLSS Frequency Percent Row PCT Col PCT	The FREQ Procedure						Table of TST_CLSS by CLSS	
	Meet	Goal	Progress	Assist 1	Assist 2	Assist 3	Blank	Total
MEET GOAL	2	8	0	0	0	48	58	
	0.88	3.54	0.00	0.00	0.00	21.24	25.66	
	3.45	13.79	0.00	0.00	0.00	82.76		
	100.00	34.78	0.00	0.00	0.00	24.24		
DROP	0	2	0	0	0	9	11	
	0.00	0.88	0.00	0.00	0.00	3.98	4.87	
	0.00	18.18	0.00	0.00	0.00	81.82		
	0.00	8.70	0.00	0.00	0.00	4.55		
NOVICE	0	0	0	0	0	2	2	
	0.00	0.00	0.00	0.00	0.00	0.88	0.88	
	0.00	0.00	0.00	0.00	0.00	100.00		
	0.00	0.00	0.00	0.00	0.00	1.01		
PROGRESS	0	1	0	0	0	31	32	
	0.00	0.44	0.00	0.00	0.00	13.72	14.16	
	0.00	3.13	0.00	0.00	0.00	96.88		
	0.00	4.35	0.00	0.00	0.00	15.66		
DECL NOV	0	1	0	0	0	8	9	
	0.00	0.44	0.00	0.00	0.00	3.54	3.98	
	0.00	11.11	0.00	0.00	0.00	88.89		
	0.00	4.35	0.00	0.00	0.00	4.04		
PROG D/N	0	3	0	0	0	20	23	
	0.00	1.33	0.00	0.00	0.00	8.85	10.18	
	0.00	13.04	0.00	0.00	0.00	86.96		
	0.00	13.04	0.00	0.00	0.00	10.10		
PROG DROP	0	1	0	0	0	11	12	
	0.00	0.44	0.00	0.00	0.00	4.87	5.31	
	0.00	8.33	0.00	0.00	0.00	91.67		
	0.00	4.35	0.00	0.00	0.00	5.56		
PROG NOV	0	7	1	1	1	57	67	
	0.00	3.10	0.44	0.44	0.44	25.22	29.65	
	0.00	10.45	1.49	1.49	1.49	85.07		
	0.00	30.43	100.00	100.00	100.00	28.79		
ASSIST 1	0	0	0	0	0	3	3	
	0.00	0.00	0.00	0.00	0.00	1.33	1.33	
	0.00	0.00	0.00	0.00	0.00	100.00		
	0.00	0.00	0.00	0.00	0.00	1.52		
ASSIST 2	0	0	0	0	0	6	6	
	0.00	0.00	0.00	0.00	0.00	2.65	2.65	
	0.00	0.00	0.00	0.00	0.00	100.00		
	0.00	0.00	0.00	0.00	0.00	3.03		
ASSIST 3	0	0	0	0	0	3	3	
	0.00	0.00	0.00	0.00	0.00	1.33	1.33	
	0.00	0.00	0.00	0.00	0.00	100.00		
	0.00	0.00	0.00	0.00	0.00	1.52		
Total	2	23	1	1	1	198	226	
	0.88	10.18	0.44	0.44	0.44	87.61	100.00	

Classification Comparison for High Schools (Subgroup to KDEACC Class)

Minimum Number of Students = 10 per grade per year

10:23 Tuesday, January 14, 2003

Asian-----DEM=ETA

The FREQ Procedure

Table of TST_CLSS by CLSS

TST_CLSS Frequency Percent Row Pct Col Pct	CLSS		Total
	Assist 1	Blank	
MEET GOAL	0 0.00 0.00 0.00	58 25.66 100.00 25.78	58 25.66
DROP	0 0.00 0.00 0.00	11 4.87 100.00 4.89	11 4.87
NOVICE	0 0.00 0.00 0.00	2 0.88 100.00 0.89	2 0.88
PROGRESS	0 0.00 0.00 0.00	32 14.16 100.00 14.22	32 14.16
DECL NOV	0 0.00 0.00 0.00	9 3.98 100.00 4.00	9 3.98
PROG D/N	0 0.00 0.00 0.00	23 10.18 100.00 10.22	23 10.18
PROG DROP	0 0.00 0.00 0.00	12 5.31 100.00 5.33	12 5.31
PROG NOV	1 0.44 1.49 100.00	66 29.20 98.51 29.33	67 29.65
ASSIST 1	0 0.00 0.00 0.00	3 1.33 100.00 1.33	3 1.33
ASSIST 2	0 0.00 0.00 0.00	6 2.65 100.00 2.67	6 2.65
ASSIST 3	0 0.00 0.00 0.00	3 1.33 100.00 1.33	3 1.33
Total	1 0.44	225 99.56	226 100.00

Classification Comparison for High Schools (Subgroup to KDEACC Class)

Minimum Number of Students = 10 per grade per year

10:23 Tuesday, January 14, 2003

African-American-----

DEM=ETB

The FREQ Procedure

Table of TST_CLSS by CLSS

TST_CLSS Frequency Percent Row PCT Col PCT	Meet	Goal	Progress	Assist 1	Assist 2	Assist 3	Blank	Total
MEET GOAL	2 0.88 3.45 33.33	11 4.87 18.97 25.58	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	45 19.91 77.59 26.01	58 25.66
DROP	3 1.33 27.27 50.00	1 0.44 9.09 2.33	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	7 3.10 63.64 4.05	11 4.87
NOVICE	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	2 0.88 100.00 1.16	2 0.88
PROGRESS	0 0.00 0.00 0.00	7 3.10 21.88 16.28	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	25 11.06 78.13 14.45	32 14.16
DECL NOV	0 0.00 0.00 0.00	2 0.88 22.22 4.65	0 0.00 0.00 0.00	1 0.44 11.11 100.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	6 2.65 66.67 3.47	9 3.98
PROG D/N	1 0.44 4.35 16.67	3 1.33 13.04 6.98	1 0.44 4.35 50.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	18 7.96 78.26 10.40	23 10.18
PROG DROP	0 0.00 0.00 0.00	4 1.77 33.33 9.30	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	8 3.54 66.67 4.62	12 5.31
PROG NOV	0 0.00 0.00 0.00	13 5.75 19.40 30.23	1 0.44 1.49 50.00	0 0.00 0.00 0.00	1 0.44 1.49 100.00	1 0.44 1.49 100.00	52 23.01 77.61 30.06	67 29.65
ASSIST 1	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	3 1.33 100.00 1.73	3 1.33
ASSIST 2	0 0.00 0.00 0.00	2 0.88 33.33 4.65	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	4 1.77 66.67 2.31	6 2.65
ASSIST 3	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	3 1.33 100.00 1.73	3 1.33
Total	6 2.65	43 19.03	2 0.88	1 0.44	1 0.44	1 0.44	173 76.55	226 100.00

Classification Comparison for High Schools (Subgroup to KDEACC Class)

Minimum Number of Students = 10 per grade per year

10:23 Tuesday, January 14, 2003

Hispanic-----

DEM=ETH

The FREQ Procedure

Table of TST_CLSS by CLSS

TST_CLSS Frequency Percent Row Pct Col Pct	CLSS		Total
	Meet Goal	Blank	
MEET GOAL	0 0.00 0.00 0.00	58 25.66 100.00 25.78	58 25.66
DROP	0 0.00 0.00 0.00	11 4.87 100.00 4.89	11 4.87
NOVICE	0 0.00 0.00 0.00	2 0.88 100.00 0.89	2 0.88
PROGRESS	0 0.00 0.00 0.00	32 14.16 100.00 14.22	32 14.16
DECL NOV	0 0.00 0.00 0.00	9 3.98 100.00 4.00	9 3.98
PROG D/N	0 0.00 0.00 0.00	23 10.18 100.00 10.22	23 10.18
PROG DROP	0 0.00 0.00 0.00	12 5.31 100.00 5.33	12 5.31
PROG NOV	1 0.44 1.49 100.00	66 29.20 98.51 29.33	67 29.65
ASSIST 1	0 0.00 0.00 0.00	3 1.33 100.00 1.33	3 1.33
ASSIST 2	0 0.00 0.00 0.00	6 2.65 100.00 2.67	6 2.65
ASSIST 3	0 0.00 0.00 0.00	3 1.33 100.00 1.33	3 1.33
Total	1 0.44	225 99.56	226 100.00

Classification Comparison for High Schools (Subgroup to KDEACC Class)

Minimum Number of Students = 10 per grade per year

10:23 Tuesday, January 14, 2003

white-----

DEM=ETW

The FREQ Procedure
CLSS

Table of TST_CLSS by CLSS

TST_CLSS	CLSS							
Frequency	Meet	Goa	Progress	Assist 1	Assist 2	Assist 3	Blank	Total
Percent	1							
Row Pct								
Col Pct								
MEET GOAL	54	4	0	0	0	0	0	58
	23.89	1.77	0.00	0.00	0.00	0.00	0.00	25.66
	93.10	6.90	0.00	0.00	0.00	0.00	0.00	
	67.50	3.03	0.00	0.00	0.00	0.00	0.00	
DROP	9	2	0	0	0	0	0	11
	3.98	0.88	0.00	0.00	0.00	0.00	0.00	4.87
	81.82	18.18	0.00	0.00	0.00	0.00	0.00	
	11.25	1.52	0.00	0.00	0.00	0.00	0.00	
NOVICE	0	2	0	0	0	0	0	2
	0.00	0.88	0.00	0.00	0.00	0.00	0.00	0.88
	0.00	100.00	0.00	0.00	0.00	0.00	0.00	
	0.00	1.52	0.00	0.00	0.00	0.00	0.00	
PROGRESS	9	22	0	0	0	0	1	32
	3.98	9.73	0.00	0.00	0.00	0.00	0.44	14.16
	28.13	68.75	0.00	0.00	0.00	0.00	3.13	
	11.25	16.67	0.00	0.00	0.00	0.00	33.33	
DECL NOV	0	7	2	0	0	0	0	9
	0.00	3.10	0.88	0.00	0.00	0.00	0.00	3.98
	0.00	77.78	22.22	0.00	0.00	0.00	0.00	
	0.00	5.30	50.00	0.00	0.00	0.00	0.00	
PROG D/N	0	23	0	0	0	0	0	23
	0.00	10.18	0.00	0.00	0.00	0.00	0.00	10.18
	0.00	100.00	0.00	0.00	0.00	0.00	0.00	
	0.00	17.42	0.00	0.00	0.00	0.00	0.00	
PROG DROP	3	8	0	0	0	0	1	12
	1.33	3.54	0.00	0.00	0.00	0.00	0.44	5.31
	25.00	66.67	0.00	0.00	0.00	0.00	8.33	
	3.75	6.06	0.00	0.00	0.00	0.00	33.33	
PROG NOV	5	60	1	0	1	0	0	67
	2.21	26.55	0.44	0.00	0.44	0.00	0.00	29.65
	7.46	89.55	1.49	0.00	1.49	0.00	0.00	
	6.25	45.45	25.00	0.00	25.00	0.00	0.00	
ASSIST 1	0	1	1	1	0	0	0	3
	0.00	0.44	0.44	0.44	0.00	0.00	0.00	1.33
	0.00	33.33	33.33	33.33	0.00	0.00	0.00	
	0.00	0.76	25.00	33.33	0.00	0.00	0.00	
ASSIST 2	0	2	0	2	1	1	0	6
	0.00	0.88	0.00	0.88	0.44	0.44	0.00	2.65
	0.00	33.33	0.00	33.33	16.67	16.67	0.00	
	0.00	1.52	0.00	66.67	25.00	33.33	0.00	
ASSIST 3	0	1	0	0	2	0	0	3
	0.00	0.44	0.00	0.00	0.88	0.00	0.00	1.33
	0.00	33.33	0.00	0.00	66.67	0.00	0.00	
	0.00	0.76	0.00	0.00	50.00	0.00	0.00	
Total	80	132	4	3	4	3		226
	35.40	58.41	1.77	1.33	1.77	1.33	100.00	

Classification Comparison for High Schools (Subgroup to KDEACC Class)

Minimum Number of Students = 10 per grade per year

10:23 Tuesday, January 14, 2003

Limited English Proficient-----

The FREQ Procedure
TST_CLSS
Frequency
Percent
Row Pct
Col Pct

CLSS		Table of TST_CLSS by CLSS	
	Blank	Total	
MEET GOAL	58 25.66 100.00 25.66	58 25.66	
DROP	11 4.87 100.00 4.87	11 4.87	
NOVICE	2 0.88 100.00 0.88	2 0.88	
PROGRESS	32 14.16 100.00 14.16	32 14.16	
DECL NOV	9 3.98 100.00 3.98	9 3.98	
PROG D/N	23 10.18 100.00 10.18	23 10.18	
PROG DROP	12 5.31 100.00 5.31	12 5.31	
PROG NOV	67 29.65 100.00 29.65	67 29.65	
ASSIST 1	3 1.33 100.00 1.33	3 1.33	
ASSIST 2	6 2.65 100.00 2.65	6 2.65	
ASSIST 3	3 1.33 100.00 1.33	3 1.33	
Total	226 100.00	226 100.00	

Classification Comparison for High Schools (Subgroup to KDEACC Class)

10

Minimum Number of Students = 10 per grade per year

10:23 Tuesday, January 14, 2003

Free & Reduced Lunch-----

DEM=LUP

The FREQ Procedure

Table of TST_CLSS by CLSS

TST_CLSS Frequency Percent Row PCT Col PCT	Meet	Goal	Progress	Assist 1	Assist 2	Assist 3	Blank	Total
MEET GOAL	17	22	1	0	0	0	18	58
	7.52	9.73	0.44	0.00	0.00	0.00	7.96	25.66
	29.31	37.93	1.72	0.00	0.00	0.00	31.03	
	65.38	18.64	14.29	0.00	0.00	0.00	30.51	
DROP	4	6	0	0	0	0	1	11
	1.77	2.65	0.00	0.00	0.00	0.00	0.44	4.87
	36.36	54.55	0.00	0.00	0.00	0.00	9.09	
	15.38	5.08	0.00	0.00	0.00	0.00	1.69	
NOVICE	0	1	0	0	0	0	1	2
	0.00	0.44	0.00	0.00	0.00	0.00	0.44	0.88
	0.00	50.00	0.00	0.00	0.00	0.00	50.00	
	0.00	0.85	0.00	0.00	0.00	0.00	1.69	
PROGRESS	5	20	0	1	0	0	6	32
	2.21	8.85	0.00	0.44	0.00	0.00	2.65	14.16
	15.63	62.50	0.00	3.13	0.00	0.00	18.75	
	19.23	16.95	0.00	11.11	0.00	0.00	10.17	
DECL NOV	0	1	2	2	1	3	9	9
	0.00	0.44	0.88	0.88	0.44	1.33	3.98	3.98
	0.00	11.11	22.22	22.22	11.11	33.33		
	0.00	0.85	28.57	22.22	14.29	5.08		
PROG D/N	0	19	0	0	1	3	23	23
	0.00	8.41	0.00	0.00	0.44	1.33	10.18	10.18
	0.00	82.61	0.00	0.00	4.35	13.04		
	0.00	16.10	0.00	0.00	14.29	5.08		
PROG DROP	0	9	0	1	0	2	12	12
	0.00	3.98	0.00	0.44	0.00	0.88	5.31	5.31
	0.00	75.00	0.00	8.33	0.00	16.67		
	0.00	7.63	0.00	11.11	0.00	3.39		
PROG NOV	0	37	3	4	3	20	67	67
	0.00	16.37	1.33	1.77	1.33	8.85	29.65	29.65
	0.00	55.22	4.48	5.97	4.48	29.85		
	0.00	31.36	42.86	44.44	42.86	33.90		
ASSIST 1	0	0	0	0	0	3	3	3
	0.00	0.00	0.00	0.00	0.00	1.33	1.33	1.33
	0.00	0.00	0.00	0.00	0.00	100.00		
	0.00	0.00	0.00	0.00	0.00	5.08		
ASSIST 2	0	3	0	0	2	1	6	6
	0.00	1.33	0.00	0.00	0.88	0.44	2.65	2.65
	0.00	50.00	0.00	0.00	33.33	16.67		
	0.00	2.54	0.00	0.00	28.57	1.69		
ASSIST 3	0	0	1	1	0	1	3	3
	0.00	0.00	0.44	0.44	0.00	0.44	1.33	1.33
	0.00	0.00	33.33	33.33	0.00	33.33		
	0.00	0.00	14.29	11.11	0.00	1.69		
Total	26	118	7	9	7	59	226	226
	11.50	52.21	3.10	3.98	3.10	26.11	100.00	

Classification Comparison for High Schools (Subgroup to KDEACC Class)

11

Minimum Number of Students = 10 per grade per year

10:23 Tuesday, January 14, 2003

Female-----

DEM= SXF

TST_CLSS Frequency Percent Row Pct Col Pct	The FREQ Procedure			Table of TST_CLSS by CLSS				
	Meet	Goal	Progress	Assist 1	Assist 2	Assist 3	Blank	Total
MEET GOAL	52	6	0	0	0	0	0	58 25.66
	23.01	2.65	0.00	0.00	0.00	0.00	0.00	
	89.66	10.34	0.00	0.00	0.00	0.00	0.00	
	53.06	5.56	0.00	0.00	0.00	0.00	0.00	
DROP	8	3	0	0	0	0	0	11 4.87
	3.54	1.33	0.00	0.00	0.00	0.00	0.00	
	72.73	27.27	0.00	0.00	0.00	0.00	0.00	
	8.16	2.78	0.00	0.00	0.00	0.00	0.00	
NOVICE	1	0	0	0	0	0	1	2 0.88
	0.44	0.00	0.00	0.00	0.00	0.00	0.44	
	50.00	0.00	0.00	0.00	0.00	0.00	50.00	
	1.02	0.00	0.00	0.00	0.00	0.00	16.67	
PROGRESS	10	19	0	0	0	0	3	32 14.16
	4.42	8.41	0.00	0.00	0.00	0.00	1.33	
	31.25	59.38	0.00	0.00	0.00	0.00	9.38	
	10.20	17.59	0.00	0.00	0.00	0.00	50.00	
DECL NOV	1	6	0	1	0	0	1	9 3.98
	0.44	2.65	0.00	0.44	0.00	0.00	0.44	
	11.11	66.67	0.00	11.11	0.00	0.00	11.11	
	1.02	5.56	0.00	20.00	0.00	0.00	16.67	
PROG D/N	7	14	0	0	2	0	0	23 10.18
	3.10	6.19	0.00	0.00	0.88	0.00	0.00	
	30.43	60.87	0.00	0.00	8.70	0.00	0.00	
	7.14	12.96	0.00	0.00	50.00	0.00	0.00	
PROG DROP	3	9	0	0	0	0	0	12 5.31
	1.33	3.98	0.00	0.00	0.00	0.00	0.00	
	25.00	75.00	0.00	0.00	0.00	0.00	0.00	
	3.06	8.33	0.00	0.00	0.00	0.00	0.00	
PROG NOV	16	46	1	2	1	1	1	67 29.65
	7.08	20.35	0.44	0.88	0.44	0.44	0.44	
	23.88	68.66	1.49	2.99	1.49	1.49	1.49	
	16.33	42.59	20.00	40.00	25.00	16.67	16.67	
ASSIST 1	0	1	2	0	0	0	0	3 1.33
	0.00	0.44	0.88	0.00	0.00	0.00	0.00	
	0.00	33.33	66.67	0.00	0.00	0.00	0.00	
	0.00	0.93	40.00	0.00	0.00	0.00	0.00	
ASSIST 2	0	3	2	1	0	0	0	6 2.65
	0.00	1.33	0.88	0.44	0.00	0.00	0.00	
	0.00	50.00	33.33	16.67	0.00	0.00	0.00	
	0.00	2.78	40.00	20.00	0.00	0.00	0.00	
ASSIST 3	0	1	0	1	1	0	0	3 1.33
	0.00	0.44	0.00	0.44	0.44	0.00	0.00	
	0.00	33.33	0.00	33.33	33.33	0.00	0.00	
	0.00	0.93	0.00	20.00	25.00	0.00	0.00	
Total	98	108	5	5	4	6	226	100.00
	43.36	47.79	2.21	2.21	1.77	2.65		

Classification Comparison for High Schools (Subgroup to KDEACC Class)

Minimum Number of Students = 10 per grade per year

10:23 Tuesday, January 14, 2003

Male-----DEM=SXM

TST_CLSS Frequency Percent Row PCT Col PCT	The FREQ Procedure						Table of TST_CLSS by CLSS	
	CLSS	Meet Goal	Progress	Assist 1	Assist 2	Assist 3	Blank	Total
MEET GOAL	48 21.24 82.76 71.64	10 4.42 17.24 7.41	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	58 25.66
DROP	7 3.10 63.64 10.45	4 1.77 36.36 2.96	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	11 4.87
NOVICE	0 0.00 0.00 0.00	1 0.44 50.00 0.74	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	1 0.44 50.00 16.67	2 0.88
PROGRESS	4 1.77 12.50 5.97	25 11.06 78.13 18.52	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 1.33 9.38 50.00	3 14.16	32
DECL NOV	0 0.00 0.00 0.00	5 2.21 55.56 3.70	0 0.00 0.00 0.00	2 0.88 22.22 33.33	1 0.44 11.11 20.00	1 0.44 11.11 16.67	9 3.98	9
PROG D/N	1 0.44 4.35 1.49	22 9.73 95.65 16.30	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	23 10.18	23
PROG DROP	3 1.33 25.00 4.48	9 3.98 75.00 6.67	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	12 5.31	12
PROG NOV	4 1.77 5.97 5.97	55 24.34 82.09 40.74	4 1.77 5.97 57.14	1 0.44 1.49 16.67	2 0.88 2.99 40.00	1 0.44 1.49 16.67	67 29.65	67
ASSIST 1	0 0.00 0.00 0.00	0 0.00 0.00 0.00	3 1.33 100.00 42.86	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	3 1.33	3
ASSIST 2	0 0.00 0.00 0.00	3 1.33 50.00 2.22	0 0.00 0.00 0.00	3 1.33 50.00 50.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	6 2.65	6
ASSIST 3	0 0.00 0.00 0.00	1 0.44 33.33 0.74	0 0.00 0.00 0.00	0 0.00 0.00 0.00	2 0.88 66.67 40.00	0 0.00 0.00 0.00	3 1.33	3
Total	67 29.65	135 59.73	7 3.10	6 2.65	5 2.21	6 2.65	226 100.00	226

READING ACCOMMODATIONS

State Reading - Elementary School (4th Grade)

Spring 2002 Data

	NN	NM	NH	AL	AM	AH	P	D	Total
Students <u>Without</u> Disabilities	19	111	5224	2639	3644	3980	24519	2786	42922
%	0.04%	0.26%	12.17%	6.15%	8.49%	9.27%	57.12%	6.49%	100.00%
All Students <u>With</u> Disabilities (SWD)	19	80	1813	667	657	563	2067	111	5977
%	0.32%	1.34%	30.33%	11.16%	10.99%	9.42%	34.58%	1.86%	100.00%
TOTAL	38	191	7037	3306	4301	4543	26586	2897	48899
%	0.08%	0.39%	14.39%	6.76%	8.80%	9.29%	54.37%	5.92%	100.00%

	NN	NM	NH	AL	AM	AH	P	D	Total
SWD with <u>no</u> Accommodations	15	52	750	249	243	222	798	44	2373
%	0.63%	2.19%	31.61%	10.49%	10.24%	9.36%	33.63%	1.85%	100.00%
SWD with Reading Accommodation ONLY	1	6	122	56	41	41	103	1	371
%	0.27%	1.62%	32.88%	15.09%	11.05%	11.05%	27.76%	0.27%	100.00%
SWD with Reading Accommodations + Other *	4	28	1063	418	414	341	1269	67	3604
%	0.11%	0.78%	29.50%	11.60%	11.49%	9.46%	35.21%	1.86%	100.00%

State Mathematics - Elementary School (5th Grade)

Spring 2002 Data

	NN	NM	NH	AL	AM	AH	P	D	Total
Students <u>Without</u> Disabilities	62	388	11856	4599	4690	4877	13762	3368	43602
%	0.14%	0.89%	27.19%	10.55%	10.76%	11.19%	31.56%	7.72%	100.00%
All Students <u>With</u> Disabilities (SWD)	113	512	3303	564	454	398	753	109	6206
%	1.82%	8.25%	53.22%	9.09%	7.32%	6.41%	12.13%	1.76%	100.00%
TOTAL	175	900	15159	5163	5144	5275	14515	3477	49808
%	0.35%	1.81%	30.43%	10.37%	10.33%	10.59%	29.14%	6.98%	100.00%

	NN	NM	NH	AL	AM	AH	P	D	Total
SWD with <u>no</u> Accommodations	46	154	1207	238	205	172	360	62	2444
%	1.88%	6.30%	49.39%	9.74%	8.39%	7.04%	14.73%	2.54%	100.00%
SWD with Reading Accommodation ONLY	15	55	301	53	34	41	43	3	545
%	2.75%	10.09%	55.23%	9.72%	6.24%	7.52%	7.89%	0.55%	100.00%
SWD with Reading Accommodations + Other *	67	358	2096	326	249	226	393	47	3762
%	1.78%	9.52%	55.72%	8.67%	6.62%	6.01%	10.45%	1.25%	100.00%

* Includes count of students

using reading

accommodations only.

NN - Novice Nonperformance

NM - Mid Novice

NH - High Novice

AL - Low Apprentice

AM - Mid Apprentice

AH - High Apprentice

P - Proficient

D - Distinguished

State Reading - Middle School (7th Grade)**Spring 2002 Data**

	NN	NM	NH	AL	AM	AH	P	D	Total
Students Without Disabilities	105	108	3219	3002	4715	5589	23402	2953	43093
%	0.24%	0.25%	7.47%	6.97%	10.94%	12.97%	54.31%	6.85%	100.00%
All Students With Disabilities (SWD)	36	177	2225	963	883	588	885	22	5779
%	0.62%	3.06%	38.50%	16.66%	15.28%	10.17%	15.31%	0.38%	100.00%
TOTAL	141	285	5444	3965	5598	6177	24287	2975	48872
%	0.29%	0.58%	11.14%	8.11%	11.45%	12.64%	49.70%	6.09%	100.00%

	NN	NM	NH	AL	AM	AH	P	D	Total
SWD with no Accommodations	27	108	928	422	413	296	521	19	2734
%	0.99%	3.95%	33.94%	15.44%	15.11%	10.83%	19.06%	0.69%	100.00%
SWD with Reading Accommodation ONLY	4	30	388	151	103	75	60	1	812
%	0.49%	3.69%	47.78%	18.60%	12.68%	9.24%	7.39%	0.12%	100.00%
SWD with Reading Accommodations + Other *	9	69	1297	541	470	292	364	3	3045
%	0.30%	2.27%	42.59%	17.77%	15.44%	9.59%	11.95%	0.10%	100.00%

State Mathematics - Middle School (8th Grade)**Spring 2002 Data**

	NN	NM	NH	AL	AM	AH	P	D	Total
Students Without Disabilities	189	447	10165	5720	6966	6014	9549	2450	41500
%	0.46%	1.08%	24.49%	13.78%	16.79%	14.49%	23.01%	5.90%	100.00%
All Students With Disabilities (SWD)	267	641	3180	535	420	221	190	17	5471
%	4.88%	11.72%	58.12%	9.78%	7.68%	4.04%	3.47%	0.31%	100.00%
TOTAL	456	1088	13345	6255	7386	6235	9739	2467	46971
%	0.97%	2.32%	28.41%	13.32%	15.72%	13.27%	20.73%	5.25%	100.00%

	NN	NM	NH	AL	AM	AH	P	D	Total
SWD with no Accommodations	137	302	1629	337	284	155	146	16	3006
%	4.56%	10.05%	54.19%	11.21%	9.45%	5.16%	4.86%	0.53%	100.00%
SWD with Reading Accommodation ONLY	47	97	427	40	33	15	7	0	666
%	7.06%	14.56%	64.11%	6.01%	4.95%	2.25%	1.05%	0.00%	100.00%
SWD with Reading Accommodations + Other *	130	339	1551	198	136	66	44	1	2465
%	5.27%	13.75%	62.92%	8.03%	5.52%	2.68%	1.78%	0.04%	100.00%

* Includes count of students
using reading
accommodations only.

NN - Novice Nonperformance
NM - Mid Novice
NH - High Novice

AL - Low Apprentice
AM - Mid Apprentice
AH - High Apprentice

P - Proficient
D - Distinguished

State Reading - High School (10th Grade)**Spring 2002 Data**

	NN	NM	NH	AL	AM	AH	P	D	Total
Students <u>Without</u> Disabilities	274	1067	4351	6140	8127	8150	9579	3161	40849
%	0.67%	2.61%	10.65%	15.03%	19.90%	19.95%	23.45%	7.74%	100.00%
All Students <u>With</u> Disabilities (SWD)	126	1115	1492	693	367	162	89	20	4064
%	3.10%	27.44%	36.71%	17.05%	9.03%	3.99%	2.19%	0.49%	100.00%
TOTAL	400	2182	5843	6833	8494	8312	9668	3181	44913
%	0.89%	4.86%	13.01%	15.21%	18.91%	18.51%	21.53%	7.08%	100.00%

	NN	NM	NH	AL	AM	AH	P	D	Total
SWD with <u>no</u> Accommodations	91	625	916	469	285	132	83	19	2620
%	3.47%	23.85%	34.96%	17.90%	10.88%	5.04%	3.17%	0.73%	100.00%
SWD with Reading Accommodation ONLY	16	231	235	89	35	12	0	0	618
%	2.59%	37.38%	38.03%	14.40%	5.66%	1.94%	0.00%	0.00%	100.00%
SWD with Reading Accommodations + Other *	35	490	576	224	82	30	6	1	1444
%	2.42%	33.93%	39.89%	15.51%	5.68%	2.08%	0.42%	0.07%	100.00%

State Mathematics - High School (11th Grade)**Spring 2002 Data**

	NN	NM	NH	AL	AM	AH	P	D	Total
Students <u>Without</u> Disabilities	344	1160	10791	4260	3861	4709	8357	3665	37147
%	0.93%	3.12%	29.05%	11.47%	10.39%	12.68%	22.50%	9.87%	100.00%
All Students <u>With</u> Disabilities (SWD)	281	859	1519	140	95	58	68	28	3048
%	9.22%	28.18%	49.84%	4.59%	3.12%	1.90%	2.23%	0.92%	100.00%
TOTAL	625	2019	12310	4400	3956	4767	8425	3693	40195
%	1.55%	5.02%	30.63%	10.95%	9.84%	11.86%	20.96%	9.19%	100.00%

	NN	NM	NH	AL	AM	AH	P	D	Total
SWD with <u>no</u> Accommodations	158	491	993	113	77	50	63	26	1971
%	8.02%	24.91%	50.38%	5.73%	3.91%	2.54%	3.20%	1.32%	100.00%
SWD with Reading Accommodation ONLY	39	138	174	10	5	1	2	0	369
%	10.57%	37.40%	47.15%	2.71%	1.36%	0.27%	0.54%	0.00%	100.00%
SWD with Reading Accommodations + Other *	123	368	526	27	18	8	5	2	1077
%	11.42%	34.17%	48.84%	2.51%	1.67%	0.74%	0.46%	0.19%	100.00%

* Includes count of students

using reading

accommodations only.

NN - Novice Nonperformance

NM - Mid Novice

NH - High Novice

AL - Low Apprentice

AM - Mid Apprentice

AH - High Apprentice

P - Proficient

D - Distinguished

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